

*Data-Driven Assessment in the Spanish Classroom: Teachers College LAMP Project*

**An Honors Thesis (HONR 499)**

**by**

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## **Abstract**

The Learning Model Assessment Project (LAMP) is the capstone project for the Ball State Teachers College. It is a two-week unit plan that focuses not only on quality instruction and best practices by the teacher candidate but also the use of data to guide and track instruction. Teacher candidates must collect data from a pre-test to inform instruction and to compare with the success of the unit via data from a post-test. The project is an introduction to data-driven instruction, something that is prevalent and valuable in education not only as it relates to standardized testing, but to the daily use by teachers in their own classrooms. This thesis discusses the theoretical foundations and practical uses of data in schools and the classroom and contains my personal LAMP project, which presents a unit on the past tenses in a Spanish II class with accompanying data analysis and reflection.

## **Acknowledgements**

I would like to thank Dr. Chris Luke for advising me through this project and for always going above and beyond to support my academic endeavours. His constant support and guidance has given me confidence in myself, allowed me to grow personally and professionally, and kept me sane through not only this project but during my four-year college career. I could not have done this without you.

I would like to thank Jamie for her endless support and patience with me through this process. Her friendship has been invaluable.

Finally, I would like to thank Dr. Emert and Coralee for taking a chance on me with this project.

## **LAMP: LEARNING ASSESSMENT MODEL PROJECT**

The Learning Assessment Model Project (LAMP) is the final requirement of the Ball State University Teachers College to be completed during the semester of student teaching. It is comprised of a two-week unit plan, with pre- and post-test assessments and data, a project, and various reflective narratives. Though much emphasis is placed on collecting, graphing, and analyzing data from the pre- and post-tests, reflective practice is of equal importance to Teachers College. As the capstone project during student teaching, LAMP serves to incorporate best practices learned throughout the teacher education program, as teacher candidates design a meaningful unit plan and reflect on its strengths and weaknesses.

While the contents of the unit presented in the LAMP cover all 10 InTASC standards, the project itself is rooted in standard six ("The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.") and standard nine ("The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others [learners, families, other professionals, and the community], and adapts practice to meet the needs of each learner.") (Evaluation of Student Teachers Guidebook, n.d.)

Data-driven instruction is a key component for both of these standards and has many applications in the teaching process. On a policy level, data-driven instruction most importantly guides teachers and schools as they prepare students for standardized tests every year. From the pedagogical standpoint, however, this tool informs differentiation, response to intervention, and other practices that aim to meet the needs of all students. The first part of this paper will address

the context of data in the education system and will address the question: *How does data-driven instruction drive us forward as educators and raise the standard for education?* The last part will address my personal reflections on the LAMP with the question: *How does LAMP serve to help me as an educator in the area of data-driven instruction?*

**THE CONTEXT OF DATA IN EDUCATION :** *How does data-driven instruction drive us forward as educators and raise the standard for education?*

Robert W. Hayden is quoted saying, "In God we trust. All others must bring data." While this might not be unfailingly true, humans tend to trust what can be supported by evidence, which often takes form in data. From the academic investigations published in journals, to patterns of behavior displayed by friends, to deciding where to live or work, people look at data not to find truth, but to make conclusions, which guide our decision making. Educators strive to continuously improve their practice and use data as a tool by which to achieve this, with informed decision-making at the center.

Policymakers, administrators, and teachers alike make every effort to make improve the education system, and through various studies and observations have tried to decide what are the most important factors that improve the success of students. In a study of elementary and middle charter schools in New York, Dobbie and Fryer (2013) found that the effectiveness of schools is not necessarily based on traditionally measured factors, like class size, the number of teachers with Master's degrees, and high expenditures. Rather, five other common factors seem to make a bigger difference: human capital, data-driven instruction, increased instructional time, high-dosage tutoring, and focus on academic achievement (Dobbie and Fryer, 2013). Their

data-driven practices include a higher frequency of intermittent assessments to track progress toward the overall goal of standardized tests, as well as the inclusion of differentiation strategies based on the results of these assessments. Additionally, a different kind of data is provided to teachers in the form of more frequent formal or informal feedback from administrators or evaluators. This human capital aspect gives teachers another opportunity to gauge their own performance and to hear the suggestions of others who can help them to be successful. The study found that the lessons provided by successful teachers aren't necessarily higher on Bloom's taxonomy scale nor show more differentiation strategies than their lower-performing counterparts, but what they do is guided by data and intentionally directed at the specific needs of their students.

### **Standardized Testing**

Instruction in US public schools follows state standards that are aligned with national instructional goals. The goal must be for students to show mastery of these standards, and to do that, they are assessed in various ways, from state standardized tests to homework assignments. The key task for those who create assessments, then, is to make sure that the assessment aligns with the standard, and vice versa. As Bambrick-Santoyo says in *Driven By Data* (2010), "Standards are meaningless until you define how you will assess them" (p. 7). For all students in public schools, that assessment comes in the form of standardized tests, which provide information on student achievement but also determine things like school and teacher effectiveness (Bambrick-Santoyo, 2010).

Every year, students and teachers alike spend hours devoted to the preparation and taking of those assessments. Perhaps the best way to prepare for the tests is to collect data throughout the year in order to inform instruction, as opposed to only receiving the once-yearly results from standardized tests. In order to collect and use meaningful data to help students reach the national and state standards, schools must implement a four step process: assessment, analysis, action, culture (Bambrick-Santoyo, 2010). This process allows schools to create a school-wide system that allows teachers and staff to make the most use of data generated by standardized testing.

The first step in data-driven instruction is to create an assessment. Since those who write standardized tests are not teachers, it is the duty of teachers, then, to know the test--the types of questions (multiple choice, short answer, matching), the length of the test, the difficulty and Bloom's level asked, the time allowance, etc. Once that happens, teachers can plan instruction around the assessment and can create interim assessments. The interim assessments should be similar in nature to the standardized test and should be cumulative throughout the school year (Bambrick-Santoyo, 2010).

The next step is to analyze the data. Firstly, the data must be graphed in a user-friendly display, guided by the principle that less is more. Teachers need to know which students missed which questions and what the questions ask, which can be shown simply with a class profile and individual responses. Once the data is graphed, teachers begin to analyze by asking questions about the data, answering questions generated from data, forming instructional implications, making goals to change results of data, and knowing how to assess the goals. Wrong answer choices are just as informative, if not more, as right answers because they show where learning gaps occur (Bambrick-Santoyo, 2010).

Then, teachers create action plans, in which they use data from the interim assessments to alter instruction in order to meet the needs of students. This can include reteaching certain subjects, creating different activities of differing depths of knowledge, defining or altering the specific time of implementation, and even teaching test-taking skills to the students. Students should be an active part of this process as well, as “[d]ata-driven student engagement occurs when students know the end goal, how they did, and what actions they can take to improve.” (Bambrick-Santoyo, 2010, p. 98)

Finally, school districts must create a culture that prioritizes data. This can be done by creating set times for meetings about data specifically, setting curriculum, implementing professional development days, agreeing on dates for interim testing, and providing ample time and opportunity for collaboration.

This process is a founded on a year-long, school-wide initiative but provides a model for all uses of data-driven instruction. The four steps listed are the basis that can be applied by all teachers across all teaching disciplines. It is imperative that teachers not simply collect data, but that they can successfully manipulate and use the data.

### **School and Teacher Evaluation**

Another way data is used in schools is as part of teacher evaluations. Darling-Hammond (2011) summarizes the use of data as an assessment tool of teachers’ effectiveness by saying that “evidence of teachers’ contributions to student learning should be a component of teacher evaluation systems, along with evidence about the quality of teachers’ practice” (p. 3). In many cases, then, teachers’ evaluations are influenced by the performance data of their students on



standardized testing. In Indiana specifically, for the teachers whose students take standardized tests, “students’ growth scores will be used to situate teachers in one of the four rating categories” (Indiana Department of Education, n.d.). This includes all elementary and middle school teachers, as well as high school teachers of English and Algebra. The handbook explains that “*all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana’s new A-F accountability model” which is based largely on the results of standardized testing (Indiana Department of Education, n.d.). By these guidelines, every teacher is affected by standardized testing and its data in some form.

Additionally, teachers set learning goals and measure the outcomes for their particular class, which acts as another part of the yearly evaluation. Domain 1, planning, follows the data-driven instruction model on a classroom level. Since there is not standardized test data linked directly to all teachers, “student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement” (Indiana Department of Education, n.d.)

### **Data in Education**

Data is valuable and ever-present for schools on a systematic level. It helps educators to keep track of where students are nationally, how are teachers and schools are performing, and drives teachers and schools to put their best feet forward. Since the goal is that students are successful in meeting learning goals and standards, keeping track of data is a very logical and systematic way to do that, and basing at least part of teacher evaluation on student data

encourages teachers to be actively involved in the success of their students. Therefore, data-driven instruction can and should be part of every teacher's daily practice.

## **HOW DATA AND DATA-DRIVEN INSTRUCTION DRIVES TEACHERS FORWARD**

### **Differentiation**

As teachers assess students and analyze data, they are able to differentiate, which aims not to teach every student, but to teach *each* student (Tomlinson, 1999). The guiding principle of differentiation is that all students are different; they have different backgrounds, experiences, strengths and weaknesses, interests, etc. Therefore, teachers must treat students individually to meet their individual needs.

In a teaching unit, the content, process, and product can be differentiated, which means that students might not be learning the exact same thing. Instruction should be differentiated based on the interests, readiness, and learning profiles of the students. During classroom instruction, students tend to work in groups via stations or centers. The teacher provides complex instruction, orbital studies, and tiered activities to engage students with the same material that is presented in different ways. Gardner's multiple intelligences should be taken into account as well. By extension, then, differentiation eliminates the use of common, paper-and-pencil assessments. Instead, integrated performance assessments and project-based learning experiences should be implemented. These allow students to participate in respectful tasks that provide an adequate level of challenge for learners of all levels (Tomlinson, 1999). Should students do a project, all students must do a project that is more or less complex in nature; it would not be

respectful of students' capabilities to assign a project to higher-achieving students and worksheets to lower-achieving students.

In this model, learning is still guided by the curriculum but driven by student data, not textbook mandates (Tomlinson, 1999). Teachers collaborate with one another to share ideas, and at the same time teachers collaborate with their students to create learning experiences that are meaningful to them. While this might be unattainable due to the nature of different school systems and requirements, the basic principle remains that students are individuals who cannot always learn best with a one-size-fits-all educational model.

### **Response to Intervention**

A school-wide use for data is Response to Intervention, a system of differentiation based on data that lets us target the students who are struggling before they fall too far behind (RTI Action Network, n.d.). This is a three-tiered system in which all students begin with high-quality classroom instruction. Students are "screened" by measuring their progress with class content and receive group intervention if necessary. Approximately 80 percent of students stay successfully in this first tier. Those who aren't successful on the assessment are moved to the second tier, targeted interventions. These interventions can be implemented by the classroom teacher via differentiation or by other faculty. The interventions vary in length and intensity based on need. When students still struggle after this tier, they are moved into the third, intensive interventions (RTI Action Network, n.d.).

The goal with response to intervention is that no student falls behind. Gathering data from assessments is required so that teachers and staff members know which students are

struggling with the material and require special intervention. Generally, this is done on a school level, in which the school has a structure for the specific interventions, yet teachers must remain vigilant in their assessing of students so that they can make recommendations for the next tier or intervention, should that be necessary.

### **Reflective Practices**

Data-driven instruction and its effects all factor into reflective practice, which is a goal for all educators as well as InTASC standard 9. Education has to evolve as our students evolve. Every year, teachers are faced with new students from different backgrounds with different personalities, abilities, and experiences. Year to year, then, differentiation practices should look different because teachers get to teach a group of new students.

Data and reflection are the tools by which teachers improve, allowing them to provide a better and better quality of education for their students. As teachers reflect upon the various degrees of success by their students, they are challenged to present the material in different ways, to create more meaningful learning experiences, and to involve all learners in the process. When teachers can use assessment data to reflect on the success of a certain unit, they can create a better, more-effective unit for the next year, as they incorporate the different methods of presentation or activities on which students were more successful. Data permits teachers to focus in on individual students and skills, so that it is not hoped but known where each students needs extra attention and where improvements can be made next time that unit is taught.

**GOALS OF LAMP:** *How does LAMP serve to help me as an educator in the area of data-driven instruction?*

My LAMP focused on two Indiana World Language standards: 2.3.3 (Strategies for presenting oral and written language: Use grammar and syntax with increasing accuracy) and 2.7.2 (Recognize and use level appropriate language structures) (Indiana Department of Education, 2014). The unit taught focused on the preterit and imperfect, the two simple past tenses used in Spanish as a vehicle to meet these standards. Before the unit began, students had learned to conjugate and verbs in each tense individually and use them in isolation of one another. Many still struggled with the conjugations since the preterit has many irregularities, which lead to my goal for standard 2.3.3 as students continue to use and practice these conjugations. This unit asked students to know the difference in usage between the two tenses as they interact with one another to describe past events, hence standard 2.7.2.

A secondary key component of LAMP is to include an interdisciplinary standard. My unit addressed Health and Wellness standard 3 ("Students will demonstrate the ability to access valid information, products and services to enhance health.") (Indiana Department of Education, 2017). Connections between one subject and another is not only a content standard for World Language, but it also adds a meaningfulness to learning. In the case of my unit, students were able to learn about their personal health in the context of Spanish language learning.

A personal goal for my LAMP was to bring in authentic materials and experiences to my students. The American Council on the Teaching of Foreign Languages (ACTFL) and others promote using authentic materials as a vehicle for linguistic and cultural learning as opposed to the more traditional textbook style. I was not able to completely ignore the textbook, as Fishers

follows a common schedule, with set vocabulary lists, grammar structures, and assessments for each unit which each teacher is expected to follow. Therefore, to find a balance between these two ideas, I infused my daily activities with nuggets of authenticity where possible. It was not the basis for instruction, but it added valuable exposure to the language. This authenticity took form mostly in the project of my unit, during which students were asked to make a plan for what should happen in case of a medical emergency.

Finally, the greater vision of LAMP served as an introduction to the practice of using data to drive instruction. As discussed above, data-driven instruction is critical for the success of students and the development of teachers as practitioners. I personally have never had experience with collecting, graphing, and analyzing student data prior to this project, so this aspect provided me with a challenge. In this unit, the data from the pretest guided me to provide more opportunities to practice the preterit conjugations, but did not lead to individual differentiating. Now that I have experience with the practice and have looked into more literature and examples on the subject, I will be more likely to implement this practice in the future.

## **Findings**

Students took the pretest on the first day of my ten-day unit, and took the posttest on day 10. Overall, students showed improvement on both standards, though standard 2.7.2 fared better than 2.3.3. Unsurprisingly, students had quite a bit a difficulty on the pretest, since they hadn't learned half of what I was assessing. The data showed that students were struggling with vocabulary and conjugation, in contrast with the more complex issue of preterit vs. imperfect. In response, I devoted more instruction time to the reviewing and practice of preterit conjugations

than I had originally planned. This treatment, though, was too general and class-wide to be considered differentiation. Providing more opportunities for practice is a valuable strategy, but I did not truly change my teaching to meet my students' needs.

### **Next Steps**

The next steps for me as I begin my career as an educator are to implement the process of using data to inform my decision making from the start. Unlike my unit for LAMP, I must begin to differentiate on an individual-level, and not on a whole-group level. I need to continue to research and seek out examples of differentiation within a foreign language classroom to meet the needs of all of my students.

Personally, seeking to provide comprehensible input, which is second language 'input' that is one step beyond the current stage of a learner's current linguistic competence, and finding authentic resources to my students have taken priority over differentiating (Krahsen, 1987). As I've struggled to create meaningful unit plans and lessons, I've found myself spending hours seeking a relevant news article, infographic, or video clip that I can incorporate into my lesson. These two concepts seem to be emphasized as the the best practices for foreign language teaching specifically, whereas differentiation seems to me more of an impossible ideal. However, all three are areas in which I want to improve yet struggle to do in my teaching.

I used data in my LAMP unit to draw broad conclusions, to look at the overall areas of success and weakness, but I did not take the time to look at individual students. As I begin teaching next year, I must strive to collect and use data to meet the needs of my students individually. I can group students with peers who struggle similarly, build time daily to review

and reteach, and create different assignments that are level appropriate and meaningful for all of my students.

Through the LAMP unit and further reflection, I realize that in teaching as in life, there has to be a balance. As a first year teacher, I will not be an expert in comprehensible input, authenticity, or differentiation, yet as I grow and develop, I must strive to become one. Unit by unit or year by year, I must continually reflect on my teaching practice, seek out literature and professional develop, and truly know my students. I must incorporate data-driven strategies to accomplish this. Through these methods, I will be able to implement best practices to meet the needs of every single one of my students.



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Preterit vs. Imperfect:  
Expressing the Past

Spanish II

Taught by:  
Emily Howland

March 4-15, 2019

Fishers High School  
Mrs. Sarah Druelinger, Cooperating Teacher  
Dr. Chris Luke, University Supervisor

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## STATEMENT OF PURPOSE

This unit is for a Spanish 2 class during the spring semester. In following the departmental scope and sequence, this three-week unit, “En el consultorio” covers medical and health vocabulary, preterit vs. imperfect, *doler* (verb like *gustar*), and indirect object pronouns. The main grammar focus is to introduce Spanish II students to the mixture of the preterit and imperfect tenses in order to communicate with others about past events. Throughout the year, the students have learned the two past tenses in isolation of one another: the preterit to talk about stages of life and important life events, and the imperfect to describe childhood. Those are simplifications of the uses of the tenses, as they very much interact with one another in order to provide a more complete picture of any events that happened before the present moment. This is quite difficult conceptually because preterit and imperfect are not something that English grammar recognizes. Standards 2.7.2 and 2.3.3 are addressed as students learn to use the preterit and imperfect together.

Additionally, the vocabulary focus of the unit relates to physical injury and health care. As students become young adults, it is important that they have good personal health and become aware of the health care system of which they are a part. Therefore, this unit looks at the symptoms of different illnesses, strategies to prevent and cure illnesses, and what students need to know in case of a medical emergency. This fits perfectly with the grammar focus, as students are asked to describe the events leading up to an accident, provide a backstory for a patient in an emergency room, and write about an injury from their own childhood.

This unit was scheduled during the month of March as per the Spanish 2 scope and sequence of Fishers HS. That scope is loosely based on the Descubre series of textbooks, as well as the experience of the teachers. It is appropriate to introduce preterit vs. imperfect in this unit because both tenses have now been learned and studied individually. Quite a bit of time was devoted at the end of first semester and the beginning of second semester to learning the preterit tense with all its complexities, and the unit just prior to this one dealt with childhood and the imperfect. The medical vocabulary is appropriate in that it is relevant to the students’ lives and concrete enough for the language skills of second year students. It allows for cultural discussions about ideas of medicine and health systems, cause-and-effect storytelling about medical incidents, and awareness about one’s own health.

## UNIT OBJECTIVES

**Content Objective:** Students determine the appropriate use of the past tenses in Spanish by using knowledge of rules, trigger words, and context. Students employ these rules as they discuss actions leading up to personal injury or events requiring medical attention.

**IN State Standard:** Investigate the nature of language and culture

**Standard 7** *Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own*

**Indicator 2.7.2** Recognize and use level appropriate language structures.

**Interdisciplinary Connections:** Health and Wellness

**Standard 3** *Students will demonstrate the ability to access valid information, products, and services to enhance health*

**How this objective will be assessed:** Pre- and post-tests, homeworks 1 and 2, letter to Olivia, project presentation

**Content Objective:** Students conjugate to the preterit or imperfect with increasing accuracy as they describe past actions.

**IN State Standard:** Write and speak in a language other than English.

**Standard 3** *Communication: Present information in a language other than English. Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

**Indicator 2.3.3** Strategies for Presenting Oral and Written Language: Use grammar and syntax with increasing accuracy.

**Interdisciplinary Connections:** Health and Wellness

**Standard 3** *Students will demonstrate the ability to access valid information, products, and services to enhance health*

**How this objective will be assessed:** Pre- and post-tests, preterit race, serpientes y escaleras, project presentation, letter to Olivia, ¿Qué les pasó?

All questions on the pre- and post-test assess both standards. Each answer was graded for two things, then: the appropriate use of preterit or imperfect (2.7.2), and the correct vocabulary and conjugation of those verbs (2.3.3).

## VOCABULARY

La salud

el accidente

el antibiótico

aspirina

la clínica

el consultorio

el/la dentista

el/la doctor(a)

el dolor (de cabeza)

el/la enfermero/a

el examen médico

la farmacia

la gripe

el hospital

accident

antibiotic

aspirin

clinic

doctor's office

dentist

doctor

pain/ache

nurse

medical exam

pharmacy

flu

hospital

la infección

el medicamento

la medicina

la operación

el/la paciente

la pastilla

la radiografía

la receta

el resfriado

la sala de emergencia(s)

la salud

el síntoma

la tos

infection

medicine/medication

medicine

operation

patient

pill

x-ray

prescription

cold

ER

health

symptom

cough

Verbos

caerse

dañar

darse con

doler (o:ue)

enfermarse

estar enfermo

estornudar

to fall

to injure

to bump into

to hurt

to get sick

to feel sick

to sneeze

lastimarse (el pie)

olvidar

poner una inyección

prohibir

recetar

romper

romperse (la pierna)

to injure

to forget

to get an injection

to prohibit

to prescribe

to break

to break

Más verbos

sacar(se) un diente

sufrir una enfermedad

tener dolor

tener fiebre

to remove a tooth

to suffer an illness

to have pain

to have a fever

tomar la temperatura

torcerse (o:ue) el tobillo

tosar

to take one's temperature

to strain/twist one's ankle

to cough

Adjetivos

congestionado/a

embarazada

grave

mareado/a

congested

pregnant

serious

dizzy

médico/a

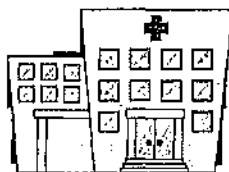
saludable

sano/a

medical

healthy

healthy



la boca	mouth
el brazo	arm
la cabeza	head
el corazón	heart
el cuello	neck
el cuerpo	body
el dedo	finger
el dedo de pie	toe
el estómago	stomach
la garganta	throat

**Adverbios**

a menudo	often
a tiempo	on time
a veces	sometimes
además	also
apenas	barely/hardly
así	so
bastante	enough
casi	almost
con frecuencia	frequently
de niño/a	as a kid

el hueso	bone
la nariz	nose
el oído	inner ear
el ojo	eye
la oreja	ear
el pie	foot
la pierna	leg
la rodilla	knee
el tobillo	ankle

de vez en cuando	sometimes
despacio	slow
menos	less
mientras	while
muchas veces	a lot
poco	little
por lo menos	at least
pronto	soon
rápido	fast
todos los días	every day

**Práctica...**

Escribe la palabra de vocabulario:

- \_\_\_\_\_ una mujer que espera a un bebé.
- \_\_\_\_\_ la oficina del doctor.
- \_\_\_\_\_ la parte del cuerpo que conecta el pie con la pierna.
- \_\_\_\_\_ la parte del cuerpo que nos permite doblar(bend) la pierna.
- \_\_\_\_\_ una foto de los huesos.
- \_\_\_\_\_ un papel que escribe el doctor. Vamos a la farmacia y recibimos medicina.

## TIMELINE

My goal with this timeline is to introduce the content and work with it at a more basic, decontextualized level during the first week. Then, we would be able to bring in more authentic materials and activities that require higher-level thinking skills during the second week. The post-test for the LAMP would be given on day 10 of the unit. The third week would be devoted to the project and review for the common unit test.

Unfortunately, the third week was altered due to department requirements for the unit test, as it included additional grammar topics. This left us unable to complete the project in its entirety. Instead, parts were included in the daily plans and not graded according to the rubric provided.

### Week March 4

- Monday 3/4: vocabulary practice, preterit review, review grading period goals
- Tuesday 3/5: vocabulary practice, preterit review
- Wednesday 3/6 (35 min): Introduce preterit vs imperfect, homework
- Thursday 3/7 (35 min): Review homework, continue pret/imp, vocab
- Friday 3/8: Short vocabulary quiz

### Week March 11

- Monday 3/11 (35 min): Conversación, cold or flu?
- Tuesday 3/12: Cold or flu?, ¿Qué les pasó?
- Wednesday 3/13: ¿Qué les pasó?, reading comp
- Thursday 3/14: P/I practice
- Friday 3/15: Quiz (post-test)

### Week March 18

- Monday-Thursday 3/18-21: Project, review
- Friday 3/22: Common unit test



## RESOURCES

### *Teacher resources:*

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Various images from Google Images

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Vista Higher Learning. (2014) *Descubre level 2: Lengua y cultura del mundo hispánico* (second edition). Boston, MA: Vista Higher Learning, Inc.

## LETTER TO PARENTS

Parents, Guardians and Students,

For the next three weeks in Spanish class, your student will be studying health and medical vocabulary as well as the combination of both past tenses. Yes, Spanish has two different past tenses! The end goal will be to differentiate successfully the different situations in which the preterit and the imperfect should be used. This allows your student to talk about past events, like their childhood, important life events, and to tell the story about an injury or accident that happened during their youth.

In class, we will look at symptoms of different illness, discuss various approaches to health care (traditional, home remedies, different healthcare systems, etc.), create stories about how people ended up in the emergency room, and more. It's very important that students spend 10-15 minutes every night studying the vocabulary, so that we are able to use it in context in class. You can help out by going through flash cards with them or checking in to make sure that they are taking the time each night.

As part of my university requirements, this unit will be part of my LAMP project. I will collect and use data from pre-tests, post-tests, and daily work to incorporate into this project. It will of course be confidential, and there will not be any names attached to student work in the final product. As far as class goes, this will be business as usual for your student. I will just be me who has extra work to do.

Please feel free to reach out to me if you have any questions or concerns!

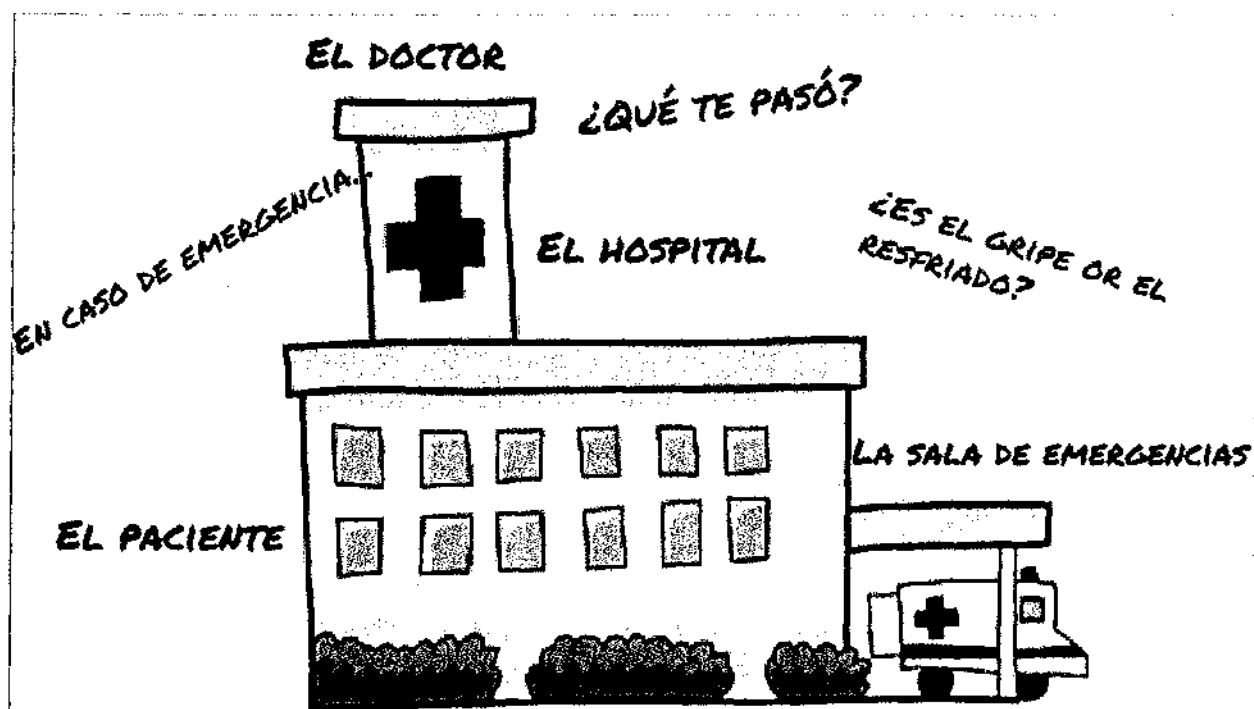
Thank you,

Emily Howland  
Spanish Student Teacher  
S. Druelinger, cooperating teacher  
ehowland@hse.k12.in.us

## DISPLAY AREA

The display area showed a hospital with various phrases and vocabulary words surrounding it. La sala de emergencias, el hospital, el doctor, and el paciente are all vocabulary words. The phrases are concepts and activities that we discuss throughout the unit, such as ¿Qué le pasó?, ¿Es el resfriado o la gripe?, and en caso de emergencia. I would have like to have displayed student work, but our tasks weren't visual ones. Therefore, I created this as a way to guide students through the unit; as we progress, they are able to answer the questions in various ways with great detail.

Below is the model I created via Google Slides in preparation for the display. (I hadn't taken a picture by the time the display came down.)



**STUDENT PROJECT AND RUBRIC (STUDENT VERSION)***Teacher version as part of unit lesson plans.*

Nombre:

1

2

**Proyecto: En el consultorio**

This week, we will be applying our knowledge of medical vocabulary and the past tense to have a conversation with a receptionist in a medical office. The end product will be a short simulation and presentation. You have injured yourself and need medical advice, so you'll call a receptionist to tell her what happened and to decide what to do next. We'll do many activities in class to prepare you for this. Included in this packet are the materials you'll need.

Actividad	Fecha límite	Puntos
Sistema de salud: Argentina		/10
Investigación		/5
Forma médica		/5
Simulación		/24

**Background Research:** Sistema de salud de Argentina. Login to VHL and click on the selected assignment. First watch the video as many times as necessary to understand what the woman says. Then, answer these questions ON THIS PAPER. You do NOT need to submit anything on VHL; the only thing you should do on VHL is to watch the video. (10 puntos)

1. ¿Cómo es el sistema de salud: público, privado o mixto?
2. ¿Hay que pagar en los hospitales públicos?
3. ¿Qué son las guardias?
4. ¿Hay que esperar mucho para ser atendido?
5. ¿Cómo es la carrera de medicina?
6. ¿Qué similitudes y diferencias existen entre el sistema de salud de Argentina y el de los Estados Unidos?

**Investigation:** Choose own country to research for homework. Bring in five important characteristics that would be beneficial to know as foreigners. For example: Do you have access to health care as a foreigner? Is it expensive? Do you have the same benefits as residents? (5 puntos)

- 
- 
- 
- 
-

**Decision time:** We're going to role play what to do in case of an emergency. First, you'll be given a situation that requires medical attention. You have to decide what to do and who to call.

- First decide: Who should you call? Hospital, doctor's office, dentist, adult?
- Then be able to explain: What happened? Narrate what was going on when you got sick/injured yourself
- Be prepared for questions: receptionist can ask about medical history, your current location, urgency of appointment, etc.
  - Receptionist needs to know: What additional info do you need? Set up appt? Send to closest location? History with this type of injury?

You and your partner are a receptionist and patient. You'll see a situation on the board (ej: te rompiste el brazo) and you have to decide how to respond. If you're the patient, initiate the conversation. Tell what happened and why you're calling. If you're the receptionist, decide what other information you need to know and ask one question. We'll practice the presentation in rotating groups. After a 3-5 minutes, we'll switch roles and do it again. Then, we'll rotate and start over.

Use the rest of this paper to make notes as you need.



Organización de los  
Estados Americanos

## Departamento de Desarrollo Humano, Educación y Cultura

### HISTORIA MÉDICA

PARA SER LLENADO Y FIRMADO POR EL POSTULANTE ANTES DE VISITAR A SU MEDICO

NOMBRE COMPLETO DEL POSTULANTE \_\_\_\_\_

PAIS PATROCINADOR \_\_\_\_\_ FECHA DE NACIMIENTO \_\_\_\_\_

EDAD \_\_\_\_\_ SEXO M ☐ F ☐ ESTADO CIVIL C ☐ S ☐ V ☐ D ☐ SEP ☐

#### HISTORIA MEDICA PASADA/ACTUAL (marcar la caja cuando la respuesta sea positiva)

<input type="checkbox"/> Infecciones de oídos recurrentes	<input type="checkbox"/> Consulta Psiquiátrica/ Trastorno/ hospitalización	<input type="checkbox"/> Enfermedad Venérea
<input type="checkbox"/> Dolores de cabeza	<input type="checkbox"/> Intento de suicidio	<input type="checkbox"/> Enfermedad o afección en las huesos, articulaciones o espalda
<input type="checkbox"/> Mareos o desmayos	<input type="checkbox"/> Sangrado excesivo después de una operación o trabajo dental	<input type="checkbox"/> Audífonos/marcapasos/extremidad artificial/otros aparatos de asistencia física
<input type="checkbox"/> Parálisis/adormecimiento/ Hormigueo	<input type="checkbox"/> Anemia	<input type="checkbox"/> Limitación Motriz: discapacidad física
<input type="checkbox"/> Ataques de epilepsia, convulsiones	<input type="checkbox"/> Neumonía	<input type="checkbox"/> Malaria
<input type="checkbox"/> Enfermedad ocular-glaucoma, etc.	<input type="checkbox"/> Tos crónica	<input type="checkbox"/> Tuberculosis o Examen positivo de TB
<input type="checkbox"/> Uso lentes correctores	<input type="checkbox"/> Enfermedad pulmonar	<input type="checkbox"/> Restricciones crónicas o frecuentes
<input type="checkbox"/> Cirugía ocular para corregir la visión	<input type="checkbox"/> Indigestión frecuente	<input type="checkbox"/> Enfermedad de la piel o problemas de la piel
<input type="checkbox"/> Falta de visión en un ojo	<input type="checkbox"/> Problemas estomacales, del hígado o intestinos	<input type="checkbox"/> Diabetes
<input type="checkbox"/> Dolores en el pecho	<input type="checkbox"/> Hepatitis o ictericia	<input type="checkbox"/> Colesterol alto
<input type="checkbox"/> Problemas del corazón	<input type="checkbox"/> Enfermedad de las riñones	<input type="checkbox"/> Anemia, problemas sanguíneos
<input type="checkbox"/> Presión alta	<input type="checkbox"/> Enfermedad de la vejiga	<input type="checkbox"/> Cáncer
<input type="checkbox"/> Falta de aire (ahogo)	<input type="checkbox"/> Hernia o ruptura	<input type="checkbox"/> Tumor benigno
<input type="checkbox"/> Fiebre reumática		

Ha tenido o tiene actualmente:

Tuberculosis \_\_\_\_\_ Diabetes \_\_\_\_\_ Cáncer \_\_\_\_\_ Dolores de cabeza \_\_\_\_\_ Epilepsia \_\_\_\_\_ Enfermedad Mental \_\_\_\_\_

Problemas del corazón \_\_\_\_\_ Presión alta \_\_\_\_\_ Ataque cerebral \_\_\_\_\_ Otro \_\_\_\_\_

Por favor revele cualquier enfermedad física o psiquiátrica crónica que pueda afectar su participación a tiempo completo en el programa de estudios. De ser así, por favor diga el nombre de la enfermedad, la duración (especifique fechas) y el resultado final.

¿Ha estado alguna vez bajo observación, ha recibido consejo o tratamiento médico, psiquiátrico o quirúrgico, o ha estado ingresado en un hospital? De ser así, por favor indique el nombre de la enfermedad, la duración (especifique fechas) y el resultado final.

En lo que a usted concierne, ¿está en buena salud física y mental?

Historia/Comentarios Adicionales: \_\_\_\_\_

¿Tiene usted un médico de cabecera? Por favor indique el nombre del médico y su número de teléfono: \_\_\_\_\_

## HISTORIA MÉDICA

1. ¿Cuál es su ocupación? \_\_\_\_\_
  2. ¿A qué riesgos profesionales ha estado usted expuesto? \_\_\_\_\_ Hobbies/pasatiempos: \_\_\_\_\_
  3. ¿Está recibiendo tratamiento por alguna enfermedad? \_\_\_\_\_
  4. ¿Alguna vez se ha ausentado del trabajo o de los estudios por más de un mes de enfermedad? \_\_\_\_\_ De ser así, ¿cuándo? \_\_\_\_\_ y ¿por qué enfermedad? \_\_\_\_\_
  5. ¿Ha tenido algún accidente por cuyo resultado ha quedado parcialmente discapacitado(n)? \_\_\_\_\_ De ser así, ¿cuál y cuándo? \_\_\_\_\_  
 ¿Tiene usted alguna discapacidad? Por favor detalle: \_\_\_\_\_
  6. ¿Ha consultado alguna vez con un neurólogo, un psiquiatra o un psicoanalista en los últimos 5 años? De ser así, por favor indique el nombre del médico y su número de teléfono: \_\_\_\_\_  
 ¿Por qué razón? \_\_\_\_\_  
 Fecha de la consulta: \_\_\_\_\_
  7. ¿Está tomando algún medicamento regularmente? \_\_\_\_\_ De ser así, ¿cuál? \_\_\_\_\_
  8. ¿Sufre de alergias? \_\_\_\_\_ De ser así, ¿cuál(es)? \_\_\_\_\_
  9. ¿Ha aumentado o perdido peso durante los últimos tres años? \_\_\_\_\_ De ser así, ¿cuánto? \_\_\_\_\_
  10. ¿Alguna vez se le ha negado empleo por motivos de salud? \_\_\_\_\_  
 De ser así, por favor indique la razón: \_\_\_\_\_
  11. ¿Alguna vez se ha quedado en un país tropical? \_\_\_\_\_ De ser así, ¿por cuánto tiempo? \_\_\_\_\_
  12. ¿Fuma? De ser así, ¿qué fuma? \_\_\_\_\_ Cigarrillos \_\_\_\_\_ Pipa \_\_\_\_\_ Puros \_\_\_\_\_  
 ¿Hace cuánto que fuma? \_\_\_\_\_ ¿Cuántos por día? \_\_\_\_\_
  13. Consumo diario de bebidas alcohólicas: \_\_\_\_\_
  14. ¿Algún doctor o dentista ha aconsejado someterse a una cirugía o tratamiento en el futuro cercano?  
 De detalles: \_\_\_\_\_
  15. ¿Hace usted ejercicios físicos? \_\_\_\_\_ ¿Con cuánta regularidad? \_\_\_\_\_
- PARA MUJERES** ¿Ha sido usted tratada por algún problema ginecológico? \_\_\_\_\_ SI \_\_\_\_\_ NO  
 ¿De ser así, cuál y cuándo? \_\_\_\_\_



## Final product

	8	6	4	2
Grammar/vocabulary	Uses L2 vocab. Uses preterit, imperfect, and present tense constructions accurately.	Uses L2 vocab. Uses preterit, imperfect, and present tense constructions with some errors	Uses some L2 vocab. Uses preterit, imperfect, and present tense constructions with many errors.	Uses some L2 vocab. Uses present tense.
Appropriate communication	Calls an appropriate person, gives a detailed explanation for the situation.	Calls an appropriate person, gives a logical explanation for the situation with little detail.	Calls an appropriate person, gives an explanation for the situation but cannot provide details.	Calls an inappropriate person, cannot explain situation.
Response to question	Answers the question asked with supporting detail.	Answers the question asked with little detail.	Struggles to provide answer to question asked.	Does not answer the question asked.

## Whole project

Actividad	Fecha límite	Puntos
Sistema de salud: Argentina		/10
Investigación		/5
Forma médica		/5
Simulación		/24

## TECHNOLOGY

Students are expected to bring a device to class every day, though we don't always use them. If students finish assignments early, the expectation is that they study the vocabulary on Quizlet. Additionally, they should use Quizlet for nightly vocabulary practice. I communicate with students via Canvas to share updates and reminders of assignments/quizzes; grades are entered in Skyward. Students also have access to their textbook online via VHL Central.

### Teacher technology:

- Personal laptop for research and presentation
- Google Slides for daily presentations
- Pinterest to find resources and images
- VHL Central: online textbook
- Canvas and Skyward: communication with students, input of grades
- Projector to display powerpoint
- Quizizz: online game

### Student technology:

- Device to access sites listed below
- VHL Central: online textbook
- Canvas and Skyward: communication and grades
- Quizlet to study vocab
- Quizizz: online game

## DETAILED LESSON PLANS

*Black letters indicate the proposed and written plans. Blue letters indicate what happened in the classroom, due to common assessment and goals of the department.*

LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
4 (40 min) Pre-Test Vocab practice Preterit review	5 Vocab practice Preterit review	6 (35 min) Introduce P/I	7 (35 min) Continue P/I	8 Vocab practice In-class asmt: P/I
11 (35 min) Conversación Cold or flu	12 Cold or flu P/I practice Short stories	13 Short stories Reading comp P/I practice	14 P/I practice Quiz prep	15 Post-test
18 (40 min) Project Review  (Retest)	19 Project Review  (Doler)	20 Project Review  (IOPs)	21 Project Review  (Stations)	22 Presentations  (Unit test)

Day 1: Monday, March 4  
40 minutes (SMaRT, early release)

**Overview:** This lesson wraps up the last unit and introduces this present one with the pre-test. Students begin practice with the vocabulary.

**Engagement:** Students play Simon Says as a way to practice vocabulary.

**Essential Question:** How can students take ownership of their learning? (check-in)

**Standards:**

- 2.2.1 Comprehending Oral Language • Understand and respond to familiar requests, commands, and directions.

**Objectives**

- Students will be able to demonstrate knowledge of body part vocabulary by playing Simon Says

**Materials**

- Paper and pencil
- Student device
- Vocabulary list
- Projector, Google Slides

**Para empezar (10 minutes):** Review test from Friday (last chapter) and presentations from last week.

**Check-in (5 minutes):** Review goal sheets. Students had written goals for their grade toward the beginning of the semester as well as practical steps to achieve that goal and what Señora will do if they reach it. We took a few minutes to take a look at those goal sheets and check in with their grade on Skyward (their online system).

**Chiste (2 minutes):** Planta del pie. Hopefully they understand and chuckle.

**Vocabulary practice: (10 minutes):** Simón Dice. Students play Simon Says to practice body part vocab. Students need vocabulary list. Commands projected on board (toque, frote, mueva, tamborilee)

- Toque la garganta, el ojo, la boca, la cabeza
- Mueva el pie, la cabeza, la rodilla, el dedo, el cuerpo

- Frote el brazo, la nariz, el tobillo, el estómago
- Tamboirlee la oreja, la pierna, el cuello

**Pre-test (15 minutes):** Preterit vs imperfect pretest. Students are responsible for three things: knowing verb vocab, conjugating correctly to match person, and to choose preterit or imperfect (P/I).



Day 2: Tuesday, March 5

50 minutes

**Overview:** This lesson allows students to work with the vocabulary in different ways to familiarize themselves with the words. It also serves to refresh the preterit conjugations in preparation for the topic of preterit vs. imperfect.

**Engagement:** Students participate in different competitions to practice the material in a way that is more engaging than rote practice. They work together to create circumlocutions and match causes and effects.

**Essential Question:** What are different ways to think about vocabulary words so that students are comfortable using them in practice?

### Standards

- 2.1.5 Strategies for Maintaining Oral / Written Exchanges • Use speaking and listening strategies that facilitate communication.
- 2.7.2 Recognize and use level appropriate language structures.

### Objectives

- Students will be able to use circumlocution as a strategy to describe a vocabulary word.
- Students will be able to decide what body part might hurt after a certain event/condition.
- Students will be able to conjugate correctly to the preterit tense.

### Materials

- Paper and pencil
- Student device
- vocabulary list
- Projector, Google Slides

**Competencia (8 minutes):** ¡Levántate! Students see pictures of body parts on powerpoint, have to stand up fast to provide the vocabulary word. Winners get a calendar point. *Differentiation:* Stronger students are encouraged to not use their vocabulary list, but all students are able to. I don't always choose student who stands up first; when those who don't generally participate or take more time to process stand, I call on them because "soy la princesa" (Señora es la reina).

**Circunlocución (10 minutes):** I've written four circumlocution statements for students to guess the vocabulary word, students raise hand to answer. Then, students write two and share with a partner, the class.

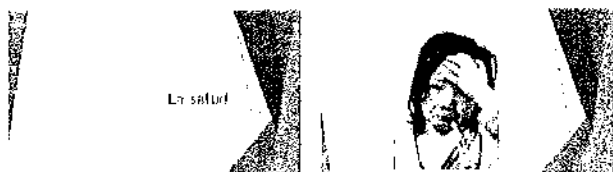
1. Es el lugar adonde vas después de un accidente muy grave.
2. Es la persona que escribe las recetas.
3. Es el opuesto de estar sano.
4. El doctor usa estas para determinar qué tipo de infección tiene una paciente.

**Practice (15 minutes):** Ahora me duele. Matching: something happened and now me duele... / ... el brazo. Haven't talked much about doler being like gustar, so here's some CI. Then, ¿para qué lo usas? In partners, students write descriptions of what you use each body part for.

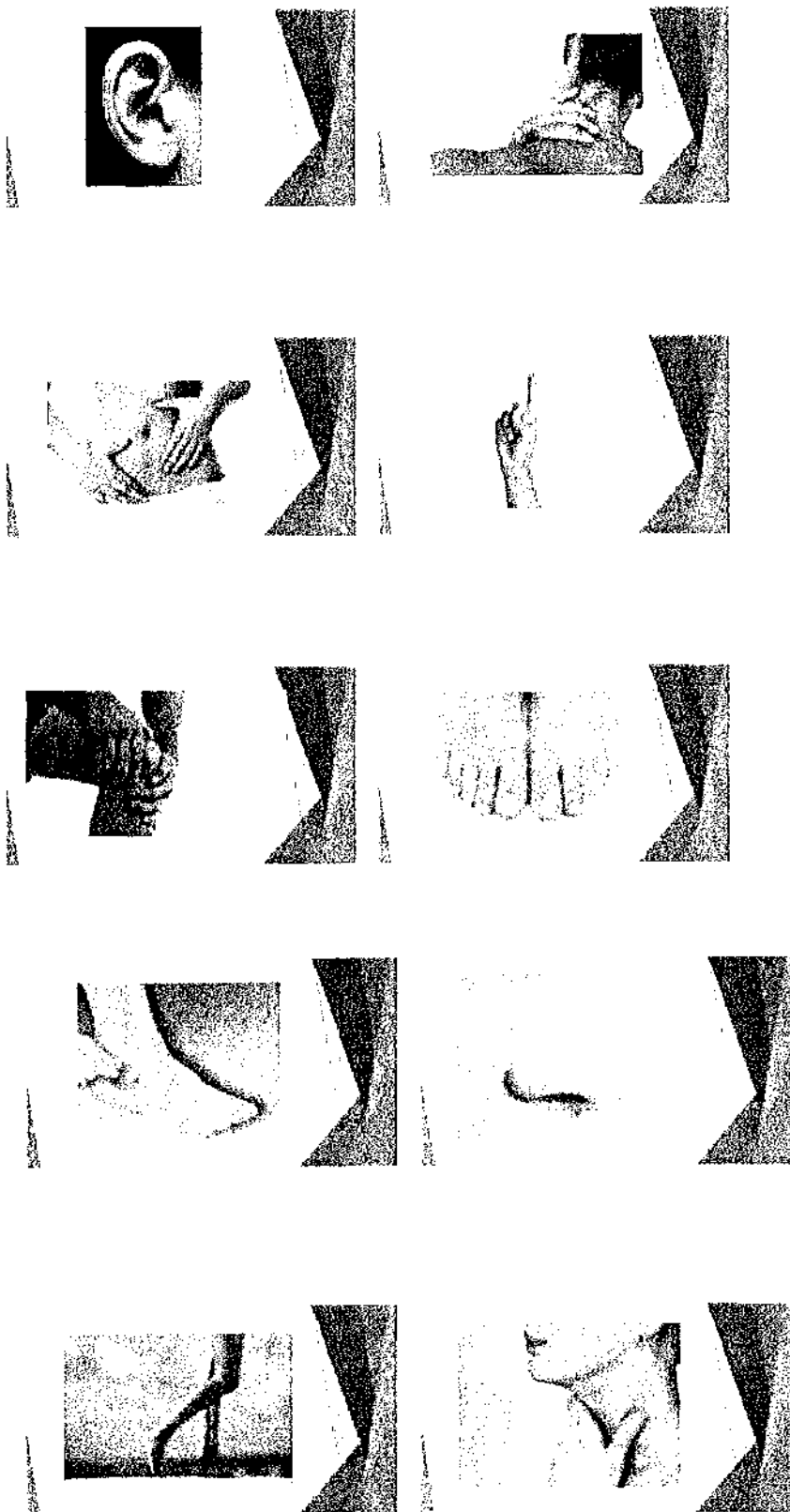
*Differentiation: Students may work individually or in partners; descriptions aren't one set length/quality. Students were encouraged to do what they can to the best of their ability.*

**Competencia (15 minutes)** Conjugation race. Students given 20 verbs and subjects, have to conjugate to the preterit. First five students get puntos en el calendario. *This is about as decontextualized as possible, but it adds an element of fun as we do basic practice.*

**Reflection:** Let the competencia go on too long, I should have cut it off earlier. How can we do more with the other vocabulary words? Lots of things with body parts but not too much with other vocab.







Nombre:  
D2L1 El cuerpo

Fecha:

1

2

Parte 1: ¿Qué te duele? Choose which body part hurts based on the description given.

- |  |                   |
|--|-------------------|
| 1. ____ Tengo una tos. Me duele...                               |                   |
| 2. ____ Ayer me pusieron una inyección. Ahora me duele...        | a. El dedo de pie |
| 3. ____ Choqué con una silla en mi casa. Me duele mucho...       | b. Las rodillas   |
| 4. ____ Necesito ir al dentista porque me duele...               | c. El estómago    |
| 5. ____ Juego al hockey y siempre me duelen...                   | d. La garganta    |
| 6. ____ Miro una pantalla todo el día y por eso me duelen...     | e. Los ojos       |
| 7. ____ No durmió bien anoche. Hoy me duele...                   | f. El brazo       |
| 8. ____ Comí la comida china para el almuerzo. Me duele mucho... | g. El cuello      |
|  | h. El diente      |

Parte 2: ¿Para qué lo usas? Write a description of what you use each body part for.

1. La oreja: \_\_\_\_\_
2. La pierna: \_\_\_\_\_
3. La boca: \_\_\_\_\_
4. La cabeza: \_\_\_\_\_
5. El corazón: \_\_\_\_\_
6. La nariz: \_\_\_\_\_

Conjuga al pretérito.

1. Andar (ella) \_\_\_\_\_
2. Construir (tú) \_\_\_\_\_
3. Prohibir (nosotros) \_\_\_\_\_
4. Vivir (uds) \_\_\_\_\_
5. Leer (yo) \_\_\_\_\_
6. Olvidar (Javier) \_\_\_\_\_
7. Estar (nosotros) \_\_\_\_\_
8. Hablar (ud) \_\_\_\_\_
9. Columpiarse (tú) \_\_\_\_\_
10. Ser (ellos) \_\_\_\_\_
11. Caerse (vosotros) \_\_\_\_\_
12. Tregar (Mía) \_\_\_\_\_
13. Doler (yo) \_\_\_\_\_
14. Tener (uds) \_\_\_\_\_
15. Poner (vosotros) \_\_\_\_\_
16. Comer (tú) \_\_\_\_\_
17. Estornudar (ellos) \_\_\_\_\_
18. Recetar (yo) \_\_\_\_\_
19. Saber (Jasmín y yo) \_\_\_\_\_
20. Dañar (ud) \_\_\_\_\_

Day 3: Wednesday, March 6  
35 minutes (ISTEP testing)

**Overview:** Preterit and imperfect are introduced in opposition of one another. They both describe the past but communicate different things about the past. There are set rules and certain “triggers” or key phrases that allude to one tense over the other.

**Engagement:** After direct instruction, students work together to apply the different uses of each tense.

**Essential Question:** How do we express past events in Spanish?

### Standards

- 2.7.2 Recognize and use level appropriate language structures.

### Objectives

- Students will be able to name the rules and trigger words that indicate preterit and imperfect.

### Materials

- Paper and pencil
- Vocabulary list

**Preterit vs Imperfect (20 minutes)** Direct instruction. Students given notes with trigger words, rules, and words with special meanings in either tense. Pull in prior knowledge: How did we use preterit? What did we write on the folder? A timeline, because it shows completed actions, ticks on a timeline. How about the imperfect? You just did a presentation on the imperfect--what were we talking about? Childhood, yes. So why did we use imperfect with that? What did we say the rule was? Habitual or ongoing, right. Things we did over and over as kids. Those are more like waves on a timeline. Talk through sheets. Example on board of what I did last night. I got home, made dinner, watched Jeopardy, went to bed. Tick, tick, tick, tick. BUT I could also say “I was watching Jeopardy when my dad called me.” Now, Jeopardy isn’t a tick, it’s being interrupted, so it’s imperfect.

**Practice (15 minutes-homework)** Identify rules; decide P or I from English statement; paragraph fill-in. Step-by-step to get them a little more familiar with the rules. *Differentiation:* Can work in partners or individually.

**Reflection:** This was really direct, and honestly I'm okay with that for P/I because it's really tricky. However, I wish I would've let the kids come up with some more and really think about it before I handed out the notes sheet. I let them off too easily; they didn't have to think too much.

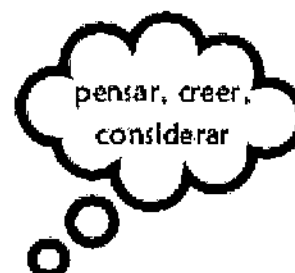
## LOS USOS DEL IMPERFECTO

### Palabras Claves

- |                    |                     |                     |
|--------------------|---------------------|---------------------|
| • A menudo         | • De vez en cuando  | • Nunca             |
| • A veces          | • Frecuentemente    | • Siempre           |
| • Cada día         | • Generalmente      | • Todas las semanas |
| • Cuando era joven | • Los (lunes, etc.) | • Todos los días    |
| • De chiquito/a    | • Mientras          |                     |
| • De niño/a        | • Muchas veces      |                     |
| • De pequeño/a     | • Normalmente       |                     |

### Las reglas

- repeated or habitual action past action
- "used to..."
- was / were -ing
- ongoing action, past action in progress
- telling time
- age
- weather
- the interrupted action
- description
- feelings, beliefs, emotional states
- no beginning or end
- "Head" verbs - pensar, creer, considerar, etc.
- "Heart" verbs - querer, necesitar, desear, esperar, sentirse, etc.



### Special meanings

- Conocer: knew (people, places)
- Saber: knew (facts, information)
- Poder: had the ability
- Querer: wanted
- Tener: possessed; had
- Había: there was, there were (followed by a description)

## LOS USOS DEL PRETÉRITO

### Palabras Claves

- |                    |                    |                 |
|--------------------|--------------------|-----------------|
| • ayer             | • en (junio, etc.) | • hace ... años |
| • antayer          | • la ... pasada    | • el otro día   |
| • anoche           | • esta mañana      | • entonces      |
| • el ... Pasado    | • un día           |                 |
| • el (lunes, etc.) | • una vez          |                 |

### LAS REGLAS

- completed action(s)
- actions done a specific number of times
- sequence of events
- the interrupting action
- actions that occurred during or **AT** a specific time
- the beginning of an action
- the end of an action

### Special meanings

- Conocer: met
- Saber: found out
- Poder: managed to
- Querer: tried
- No querer: refused
- Tener: got; received
- Hubo: there was (followed by an event)



Nombre: \_\_\_\_\_  
D2L1 pret vs imp práctica

Fecha: \_\_\_\_\_ 1 2

Lee las frases y decide si necesitas el pretérito o el imperfecto. Escribe "P" o "I".

1. \_\_\_\_ Completed action
2. \_\_\_\_ Ongoing action
3. \_\_\_\_ Age
4. \_\_\_\_ Sequence of events
5. \_\_\_\_ Interrupting action
6. \_\_\_\_ Feelings
7. \_\_\_\_ Actions done a specific number of times
8. \_\_\_\_ Weather
9. \_\_\_\_ "Head" verbs
10. \_\_\_\_ Emotional reactions

Lee las frases y decide si necesitas el pretérito o el imperfecto. Escribe "P" o "I". Después, da la regla.

1. \_\_\_\_ Last week we walked downtown. \_\_\_\_\_
2. \_\_\_\_ It wasn't sunny in Florida. \_\_\_\_\_
3. \_\_\_\_ It was 6:00... \_\_\_\_\_
4. \_\_\_\_ when the train arrived. \_\_\_\_\_
5. \_\_\_\_ I was flying a kite... \_\_\_\_\_
6. \_\_\_\_ ...when I sprained my wrist. \_\_\_\_\_
7. \_\_\_\_ I ate in the café when I was younger. \_\_\_\_\_
8. \_\_\_\_ I thought he... \_\_\_\_\_
9. \_\_\_\_ ...was nice. \_\_\_\_\_
10. \_\_\_\_ It was a dark and stormy night. \_\_\_\_\_

Lee el párrafo. Escribe la forma correcta del verbo. Usa el pretérito o el imperfecto.

Cuando yo \_\_\_\_\_ joven, yo \_\_\_\_\_ en las montañas con mis tíos. Ellos  
(ser) (acampar)

\_\_\_\_\_ muy divertidos. Siempre \_\_\_\_\_ fresco en las montañas. Una  
(ser) (hacer)

vez, yo \_\_\_\_\_ a los árboles mientras ellos \_\_\_\_\_. Yo \_\_\_\_\_  
(trepar) (ver) (caer)

y me \_\_\_\_\_ el brazo.  
(romper)



Day 4: Thursday, March 7  
35 minutes (ISTEP testing)

**Overview:** Preterit and imperfect are reviewed and further developed with more practice.

**Engagement:** Students review homework and help to answer their classmates' questions and errors. They work collaboratively on a new practice activity.

**Essential Question:** How do we express past events in Spanish?

### Standards

- 2.3.3 Strategies for Presenting Oral and Written Language • Use grammar and syntax with increasing accuracy.
- 2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.
- 2.7.2 Recognize and use level appropriate language structures.

### Objectives

- Students will be able to name the rules and trigger words that indicate preterit and imperfect; they can use these rules to write sentences in Spanish.

### Materials

- Pencil and paper
- Vocabulary list, P/I notes
- Homework from yesterday
- Projector, Google Slides

**Chiste (3 minutes):** Cardiólogo. Let students figure out the play on words, hopefully laugh.

**Tarea (15 minutes):** Review yesterday's work, answer questions. Let the kids answer each other's questions. Why is it imperfect here? Luna, can you help out?

**Más práctica (20 min):** Students identify P/I trigger words. Then, decide if sentences require P/I, translate to Spanish. Students work in partners, using their notes.

**Reflection:** Once again, I know this isn't authentic, but they're used to translations, and right now it's easier to identify the triggers or rules when they're in English. I want to make sure they understand the concept and don't want reading comprehension issues to get in the way.



Nombre:  
D2L1 pret/imp más práctica

Fecha:

1 2

**Dibuja un círculo alrededor de las palabras que indican el IMPERFECTO.**

De niño	Esta mañana	Hace... años	Cada día	Mientras
Todas las semanas	Una vez	El otro día	Nunca	Entonces
Los sábados	Anoche	A menudo	De vez en cuando	De chiquito
Esta mañana	A veces	Siempre	Generalmente	Anteayer

**Decide si la frase requiere el pretérito o el imperfecto. Después, traduce al español.**

1. It was October 3rd.
2. The bus arrived at 7:05 this morning.
3. She refused to lie.
4. Usually the kids washed the dishes after dinner.
5. I watched four seasons of Parks and Rec in a week.
6. They would eat cookies for breakfast.
7. You broke your arm last summer.
8. I swung on the playground everyday.
9. We used to get flu shots every year.
10. It was really sunny on my birthday.
11. I was listening to music when the phone rang.
12. While I got dressed, my mom made breakfast.

Day 5: Friday, March 8

50 minutes

**Overview:** Students play a game in partners to practice vocabulary and to develop their circumlocution skills. We review homework, and students correct one another. Students take an open-note test to see how they're progressing.

**Engagement:** Students work in partners to play the triangle circumlocution game. We review yesterday's homework.

**Essential Question:** How do we express past events in Spanish?

### Standards

- 2.1.5 Strategies for Maintaining Oral / Written Exchanges • Use speaking and listening strategies that facilitate communication.
- 2.3.3 Strategies for Presenting Oral and Written Language • Use grammar and syntax with increasing accuracy.
- 2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.
- 2.7.2 Recognize and use level appropriate language structures.

### Objectives

- Students will be able to use circumlocution as a strategy to describe a vocabulary word.
- Students will be able to name the rules and trigger words that indicate preterit and imperfect; they can use these rules to write sentences in Spanish.

### Materials

- Homework from yesterday
- vocabulary list, P/I notes
- Paper and pencil
- Projector, Google Slides

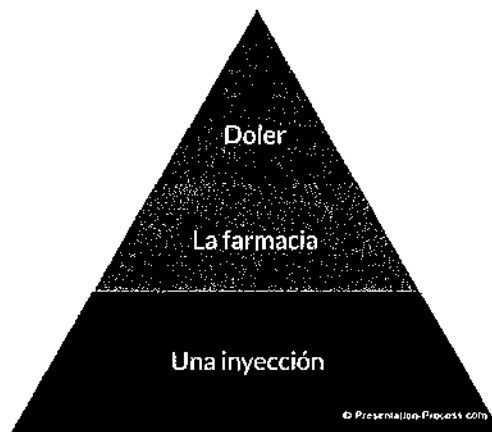
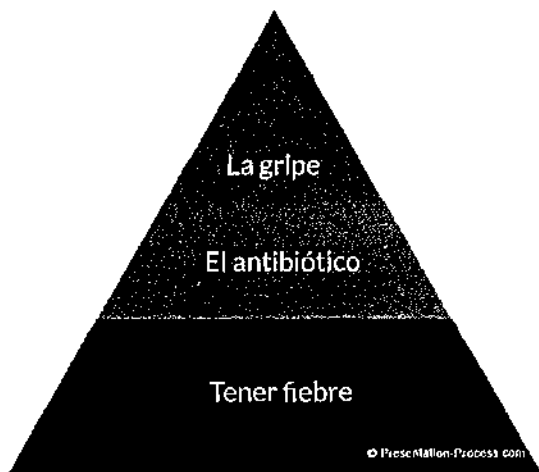
**Chiste (2 minutes):** Brujas vegetarianas. Project on screen and hopefully laugh.

**Competencia (15 minutes)** Circumlocution practice. I show a three-tiered pyramid on the board with three different vocabulary words. Students are in partners facing each other; one partner is facing the board to read and give clues/circumlocution for the words, the other has their back to the board and is guessing the vocabulary word. The first group to guess all three wins, has to

share with the class what they both said, puntos en el calendario. Partners trade places each round.

**Repasar tarea (15 minutes)** Students write a sentence on the board from the homework yesterday. As I lead the class through them, they have to decide if it's good, correct it, provide rule, etc.

**In-class assignment (15 minutes):** Students draw and label Frida's facial features, then complete sentences with the correct conjugation. Independent work, can use notes/vocab, taken for a grade. When finished, students should go to Quizlet or use their list to study the vocabulary.



Nombre:

Fecha:

1

2

Draw and label the features of Frida's face IN SPANISH. Include the words from the word bank.

Eyes	Ears
Nose	Teeth
Mouth	Head



Complete each sentence with a conjugated verb. Determine whether the verb should be in the preterit or imperfect.

1. El año pasado, mi familia \_\_\_\_\_ a Michigan. (ir)
2. ¿\_\_\_\_\_ Juan su medicamento esta mañana? (tomar)
3. De niño, yo siempre \_\_\_\_\_ enferma. (estar)
4. Nosotros \_\_\_\_\_ en el patio de recreo cada día. (jugar)
5. ¿\_\_\_\_\_ tú el brazo una vez? (romper)
6. En la Florida, \_\_\_\_\_ mucho sol. (hacer)
7. El enfermero \_\_\_\_\_ muy simpático. (ser)
8. Anoche, yo \_\_\_\_\_ la cena cuando mi hermana  
\_\_\_\_\_. (comer / llamar).

Day 6: Monday, March 11

35 minutes (ISTEP)

**Overview:** Students engage in a conversation about the differences between a cold and the flu, using an infographic for information. Then, they help their friend determine whether she has the cold or flu.

**Engagement:** Students discuss the cold/flu symptoms as a class. They read an email from their friend and write a response.

**Essential Question:** What are the differences between the cold and flu? What should you do when you become sick?

#### Standards

- 2.1.3 Written Expression • Exchange routine information and opinions.
- 2.2.2 Comprehending Written Language • Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.
- 2.5.1 Describe objects and concepts from other content areas
- 2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.
- 2.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.

#### Objectives

- Students will be able to read an infographic and determine the difference in symptoms between a cold and flu.
- Students will be able to draw on familiar vocabulary and cognates to determine the meaning of unfamiliar words. (Cansado/cansancio, etc.)
- Students will be able to read a message from their friend and write a reply; students determine if their friend has a cold or flu and suggests a course of action for the friend.

#### Materials

- Pencil and paper
- vocabulary list
- Projector, Google Slides



**Conversación: ¿Gripe o influenza? (20 minutes)**

- Some questions to get started: ¿Sabes la diferencia entre el resfriado o la influenza? ¿A quién o adónde vas cuando estás enfermo? ¿Los padres? ¿WebMD? ¿Cuáles son algunas estrategias que sabes para prevenir las enfermedades?
- Look at infographic: illustrates symptoms of both, how to tell the difference, some strategies to prevent getting the flu.
  - Nota gramatical: Congestión/congestionado, cansancio/cansado--cognates and related
  - Nota cultural: “evita saludar de beso”
- Después de ver: ¿Ahora entiendes mejor las diferencias? ¿Sigues las sugerencias del póster? ¿Cuáles sí? ¿Te pones la vacunación de la influenza? ¿Por qué sí/no?

*Differentiation: Questions of varying length and complexity. Students had time to discuss/clarify in English with partner before sharing with the class (think-pair-share). Questions were presented written and orally; images and words on infographic.*

**Consejos para una amiga (15 minutes):** Your friend Olivia is sick and wrote you an email because she won't be in class. She describes to you her symptoms because she's not sure if she's got a cold or the flu. Read her email and respond to the questions she asks. Completion points.

*Differentiation: Again, no set length. I only asked students to respond to all of Olivia's questions. I didn't grade for accuracy, but gauged that students responded in a way that was similar to their ability level. (Example, an A student who only wrote two simple sentences didn't receive full credit, whereas a D student who really tries but really struggles would receive full credit for the same work.)*

**Reflection:** I think I could've differentiated a bit more here; maybe had two different formats of the letter, one as is and one that was more simplified. The simplified version could've been a bulleted list of symptoms, then another bulleted list of questions. That way, the same information is being given but in less difficult language.

DIFERENCIA ENTRE SÍNTOMAS DE

**RESFRÍADO • INFLUENZA**

<b>PIEBRE</b>  Poco común en adolescentes y adultos.	<b>DOLOR DE CABEZA</b>  Rara vez es presentada.	<b>PIEBRE</b>  Repentina y por lo general mayor a 39 grados.	<b>DOLOR DE CABEZA</b>  Dolor intenso.
<b>DOLOR MUSCULAR</b>  Lleve a moderado.	<b>CONGESTIÓN NASAL</b>  Frecuente.	<b>DOLOR MUSCULAR</b>  Muy agudo.	<b>CONGESTIÓN NASAL</b>  Algunas veces.
<b>CANSANCIO Y DEBILIDAD</b>  Lleve.	<b>DOLOR DE GARGANTA</b>  Amenudo.	<b>CANSANCIO Y DEBILIDAD</b>  Muy intenso y prolongado.	<b>DOLOR DE GARGANTA</b>  Ocasional.
<b>TOS</b>  Lleve a moderado.	<b>DIARREA</b>  Poco común.	<b>TOS</b>  Constante y persistente.	<b>DIARREA</b>  Algunas veces.

**¿CÓMO PREVENIR LA INFLUENZA?**

 El mejor método de prevención es LA VACUNACIÓN.	 Mantente alejado de personas con alguna infección respiratoria.	 Lávate las manos frecuentemente con agua y jabón.	 Evita saludar de beso y de mano si estás enfermo.
 No compartas alimentos, vasos o cubiertos.	 Ventila y permítela entrada de sol en lugares cerrados.	 Mantén limpias las cubiertas de cocina, baño y objetos de uso común.	 Evita sitios concurridos o eventos multitudinarios.
 Evita exposición a contaminantes ambientales.	 No fumes en lugares cerrados ni cerca de niños y ancianos.	 Evita cambios bruscos de temperatura.	 Consulta al médico si presentas los síntomas anteriores.

INFOGRAFÍA: ALEXIS BIVERA / PULSO

Nombre:

Fecha:

1

2

Tu amiga Olivia te escribió porque está enferma, pero no sabe si es un resfriado o la influenza. Lee sus síntomas y responde a sus preguntas.

Querido amigo,

Uy, estoy enferma de nuevo, así que no voy a las clases hoy. Me siento muy mal. ¡Es la tercera vez este invierno que me enfermé! Me duele la garganta, pero no estoy tosiendo mucho. La nariz está muy congestionada y por eso me duele la cabeza. La cosa buena es que no tengo fiebre. ¿Qué piensas? ¿Es la influenza o simplemente un resfriado? No quiero ir al consultorio si no es necesario...

¿Cómo es que tú no te enfermes? Tengo celos, amigo. ¿Qué haces para prevenir las enfermedades? Necesito hacer algo diferente porque no quiero sentirme así nunca.

Hasta luego,  
Olivia

[illegible]

Day 7: Tuesday, March 12

50 minutes

**Overview:** Students finish writing to their sick friend. We practice vocabulary using analogies as yet another way to think about what words mean. Next, students do a walk around activity to practice preterit vs. imperfect. Finally, students create a narrative that describes what happened to patients who are currently in the emergency room.

**Engagement:** Students work in together or individually to create stories that describe accidents. They find questions throughout the room and decide the right verb and conjugation.

**Essential Question:** How do we express past events in Spanish? What are different ways to think about vocabulary words so that students are comfortable using them in practice?

#### Standards

- 2.1.3 Written Expression • Exchange routine information and opinions.
- 2.3.3 Strategies for Presenting Oral and Written Language • Use grammar and syntax with increasing accuracy.
- 2.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.
- 2.7.2 Recognize and use level appropriate language structures.

#### Objectives

- Students will determine the relationship between words in order to complete an analogy that uses vocabulary words.
- Students will be able to complete sentences using the proper conjugation in the correct past tense.
- Students will use the past tenses to write short paragraphs that describe why patients are in the hospital with their current complaints.

#### Materials

- Pencil and paper
- Letter to Olivia from yesterday
- Vocabulary list, P/I notes
- Projector, Google Slides

**Wrap up (5 minutes):** Finish up letter to Olivia and turn in what you've got. Used as informal assessment, given completion grade.

**Analogías (10 minutes):** Complete the analogies using vocabulary words. Think about the relationship between the first pair. Projected on screen, write on own paper. First one as an example, a few minutes on own, a few minutes with partner, share with class.

**Walk-around (10-15 minutes)** P/I walk-around activity. Twelve sentences throughout the room, students have to choose which vocabulary word between two options, then conjugate correctly for P/I and to match person. Write on own paper, turn in for completion grade.

Example: 1. Yo \_\_\_\_\_ a la clínica anoche.                      A) ir                      B) ser

*Differentiation: Students work at their own pace, can check their answers, can work individually or with partner. They always have the option to use their vocabulary list but are encouraged to rely on it less and less.*

**¿Qué les pasó? (15 minutes)** There's a chart from the hospital that gives names, ages, and condition of patients. In groups of 2-3, write a story for four of the patients that describes what happened. How did they end up in the hospital? Goal to use P and I, not just P.

- Ejemplo: Eran las tres de la tarde. Como todos los días, (Pablo) jugaba al fútbol con sus amigos. Estaba muy contento. De repente, se cayó y se rompió el brazo. Después fue a la sala de emergencias.

*Differentiation: Again, in length and complexity. Stronger students were encouraged to go into more detail and use both preterit and imperfect, while those who struggle were welcome to give a series of logical events. Students chose which four they felt comfortable writing about.*

**Reflection:** The timing was interesting for the walkaround, since students work at their own pace. Some obviously finished before others, but there really wasn't enough time to open up Quizlet. I could've had a different activity for them with once they finished. This is something I want to improve on overall, too--having procedures in place so that students are engaged with the language in the downtime/once they've finished. This could be keeping a journal or having a class library.

## Analogías

1. Dentista → dientes :: doctor → (cuerpo)    Cuerpo
2. Recetar → receta :: toser →    Tos
3. Apenas → con frecuencia :: despacio →    Rápido
4. Pastilla → medicina :: resfriado →    Enfermedad
5. Nariz → cabeza :: sala de emergencias →    Hospital
6. Antibiótico → infección :: aspirina →    Dolor
7. Recordar → olvidar :: enfermo →    Sano

Paciente	Edad	Hora	Estado
1. Pablo Romero	9 años	15:20	hueso roto (el brazo)
2. Estela Rodríguez	45 años	15:25	tobillo torcido
3. Lupe Quintana	29 años	15:37	embarazada, dolores
4. Manuel López	52 años	15:45	infección de garganta
5. Marta Díaz	3 años	16:00	congestión, fiebre
6. Roberto Salazar	32 años	16:06	dolor de oído
7. Marco Brito	18 años	16:18	daño en el cuello, posible fractura
8. Ana María Ortiz	66 años	16:29	reacción alérgica a un medicamento

Day 8: Wednesday, March 13

50 minutes

**Overview:** Students practice using both the preterit and imperfect in one sentence. Students finish writing their stories from yesterday and share them aloud with the class. Students do a reading comprehension activity and practice preterit vs. imperfect.

**Engagement:** Students share their stories with each other. They work together to fill in the verbs from *Accidente Trágico*.

**Essential Question:** How do we express past events in Spanish?

### Standards

- 2.2.2 Comprehending Written Language • Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.
- 2.3.2 Presenting Written Language • Write short paragraphs to describe objects, self, and others in greater detail.
- 2.3.3 Strategies for Presenting Oral and Written Language • Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy. • Use grammar and syntax with increasing accuracy.
- 2.7.2 Recognize and use level appropriate language structures.

### Objectives

- Students will be able to translate sentences by using the proper conjugation of the correct past tense.
- Students will be able to read their short stories aloud to the class.
- Students will be able to read and answer multiple choice questions from an exchange between a mother whose son is sick and a doctor.
- Students will be able to fill in the verbs from a newspaper article detailing a tragic accident, using context and triggers.

### Materials

- Stories from yesterday
- P/I note, vocabulary list
- Pencil and paper
- Projector, Google Slides

**Para empezar (10 minutes)** Translation, looking at interrupted/interrupting with cuando in the same sentence. Students write the Spanish translation on notebook paper. Projected on powerpoint. Students share aloud with the class.

1. When she was playing soccer, she sprained her ankle.
2. When we were eating lunch, Julia got sick.
3. When I was sick, I went to the doctor's office.
4. You were talking when you started to cough.
5. I was drinking when I sneezed.
6. They were watching TV when the accident happened.

**Compartir cuentitos (10-15 minutes)** Students finish up writing their stories, then share with the class. *Differentiation: A chance for aural processors to hear their peers use the language.*

**Reading comprehension (8 minutes)** A mom whose son is sick asks a doctor for advice. Students read and answer five multiple choice questions. *Differentiation: Unlike letter to Olivia, students could show comprehension with multiple choice questions; they didn't have to produce written response.*

**P/I practice (15 minutes)** Un accidente trágico: A newspaper article describes a tragic accident. Students have to fill in the verbs to P/I. This exercise is very dense with very few triggers, but they will benefit from the challenge. We have to continue preterit conjugations, they're very weak.

**Reflection:** Tragic accident was very difficult for them. There are so many verbs and so few triggers. I think it would've been better to have a model with all the verbs, and then discuss maybe why the author used P or I. Then, we could've done this activity. It also might have made more sense to do Dra. Jimena before letter to Olivia, since the task afterward is much simpler.



## Un accidente trágico

Ayer temprano por la mañana  
 (1)\_\_\_\_\_ (haber) un trágico  
 accidente en el centro de San  
 José cuando el conductor de  
 un autobús no (2)\_\_\_\_\_  
 (ver) venir un carro. La mujer  
 que (3)\_\_\_\_\_ (manejar)  
 el carro (4)\_\_\_\_\_ (morir)  
 al instante y los paramédicos  
 (5)\_\_\_\_\_ (tener) que  
 llevar al pasajero al hospital  
 porque (6)\_\_\_\_\_ (sufrir)  
 varias fracturas. El conductor del  
 autobús (7)\_\_\_\_\_ (decir)

que no (8)\_\_\_\_\_ (ver) el  
 carro hasta el último momento  
 porque (9)\_\_\_\_\_ (estar)  
 muy nublado y (10)\_\_\_\_\_  
 (llover). Él (11)\_\_\_\_\_  
 (intentar) (*to attempt*) dar un  
 viraje brusco (*to swerve*), pero  
 (12)\_\_\_\_\_ (perder)  
 el control del autobús y  
 no (13)\_\_\_\_\_ (poder)  
 evitar (*to avoid*) el accidente.  
 Según nos informaron, no  
 (14)\_\_\_\_\_ (lastimarse)  
 ningún pasajero del autobús.

R: Soy una madre española y le escribo para hacerle una consulta sobre mi hijo. Tiene ocho años y hace una semana que ni come ni duerme bien. Además, desde hace cuatro días (for four days) tose constantemente. Al no tomar la cantidad de alimentos (food) necesarios, ni dormir lo

suficiente, mi hijo no tiene energía para realizar sus actividades diarias. Estoy un poco preocupada porque es la primera vez que el niño presenta este tipo de síntomas. Todavía no hemos ido (have been) al médico porque me interesa conocer primero su punto de vista (point of view). Muchas gracias por su ayuda.

R: Querida (Dear) madre española: Gracias por escribir a mi columna. Cuando un niño de la edad de su hijo presenta este tipo de síntomas, puede ser señal (sign) de que tiene una pequeña infección en las vías (passages) respiratorias, producida por una bacteria o por un virus. Creo que debe llevar pronto a su hijo al consultorio de su médico, para recibir (receive) la cantidad de una enfermedad crónica como la bronquitis. Si tiene alguna pregunta más o si desea confirmar cómo evaluar a su hijo, ya sabe que puede escribirme otra vez.

## El consultorio

**Dra. Fernanda  
Jiménez Ocaña**



- How long has it been since the Spanish mother's son has eaten?
  - Eight years
  - Two weeks
  - One week
  - One year
- How long has the woman's son had a cough?
  - He does not have a cough
  - Four days
  - One week
  - Eight years
- Why is the mother worried?
  - Her son has never had these symptoms before
  - Her son has lots of energy
  - Her son is eating more than usual
  - Her son is vomiting a lot
- When did the mother and her son go to the doctor?
  - Last week
  - Four days ago
  - They have not gone to the doctor
  - Yesterday
- What advice does Doctor Jimenez Ocaña offer the mother about her son?
  - She thinks the boy needs to sleep it off.
  - She thinks he has a viral or bacterial infection.
  - She thinks he needs a shot of antibiotics.
  - She thinks he has bronchitis.

Day 9: Thursday, 3/14

50 minutes

**Overview:** Students do various activities to review for the post-test tomorrow. These activities focus on both grammar and vocabulary. They complete another activity similar to *Accidente Trágico*.

**Engagement:** Students work together and individually to review.

**Essential Question:** How do we express past events in Spanish? What are different ways to think about vocabulary words so that students are comfortable using them in practice?

### Standards

- 2.2.2 Comprehending Written Language • Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.
- 2.2.3 Strategies for Comprehending Oral and Written Languages • Use cognates, familiar vocabulary, or word families to extract meaning.
- 2.7.2 Recognize and use level appropriate language structures.

### Objectives

- Students will be able to fill in sentences with an appropriate vocabulary word, using cognates and familiar vocabulary to extract meaning. (*arrodillarse/rodilla*, etc.)
- Students will be able to fill in the verbs from a short passage detailing a two friends who planned party, using context and triggers.
- Students will be able to recognize and implement triggers and rules to determine which past tense conjugation is appropriate.

### Materials

- Vocabulary list, P/I notes
- Pencil and paper
- Student device
- Projector, Google Slides

**Vocabulary (8 minutes):** Quick vocabulary review. Students look for related words within sentences to fill in the blank. “Look--you can play with words and language in Spanish just like you can in English. You can add on different prefixes and suffixes to change from noun to verb to adjective, etc.”

**Más práctica (15 minutes)** Another activity similar to a tragic accident; Manolo and Aurora are planning a party. Students decide P/I and fill in the correct conjugation of the verb. Projected on board, students write on notebook paper. *Differentiation: Work with partners or individually.*

**Competencia (8 minutes)** Levántate. Students stand up quickly to answer. A P/I rule or trigger is shown on a slide and students have to decide if it indicates the preterit or the imperfect. *Differentiation: Same as stated earlier: I get to choose who I want, not necessarily the first person.*

**Quizizz (15 minutes)** Competencia to review P/I. Has triggers, translations, fill-ins, and rules. How good can the class average be? Link [here](https://quizizz.com/admin/quiz/58b0423e67e5cbbb47f23b24):

<https://quizizz.com/admin/quiz/58b0423e67e5cbbb47f23b24>

*Differentiation: Here's a more interactive with immediate feedback. While speed is part of the game, getting the right answers at a slower pace allows students to be more successful than those who rush and miss one or two. Not as fast as Kahoot, students work at own pace.*

**Reflection:** I think there was too much going on. I wanted to make sure I hit everything vocab- and grammar-wise, but I wish I had come up with a more unified way to do it. I do really like Quizizz because it did allow me to use vocab, triggers, rules, and sample sentences. I think it's awesome that students can go at their own pace and that it tracks the class average. One class of students got really excited and wanted to have a high class average. They encouraged their friends and created a supportive class atmosphere, which was really great.

**Completar** Completa las oraciones con una palabra de la misma familia de la palabra subrayada. Usa la forma correcta de cada palabra.

1. Cuando oyes algo, usas el \_\_\_\_\_.
2. Cuando te enfermas, te sientes \_\_\_\_\_ y necesitas ir al consultorio para ver a la \_\_\_\_\_.
3. ¿Alguien \_\_\_\_\_? Creo que oí un estornudo (*sneeze*).
4. No puedo arrodillarme (*kneel down*) porque me lastimé la \_\_\_\_\_ en un accidente de coche.
5. ¿Vas al \_\_\_\_\_ para consultar al doctor?
6. Si te rompes un diente, vas al \_\_\_\_\_.

1. La semana pasada, Manolo y Aurora \_\_\_\_\_ (querer) dar una fiesta. \_\_\_\_\_ (Decidir) invitar a seis amigos y servirles mucha comida.
2. Manolo y Aurora \_\_\_\_\_ (estar) preparando la comida cuando Elena \_\_\_\_\_ (llamar). Como siempre, \_\_\_\_\_ (tener) que estudiar para un examen.
3. A las seis, \_\_\_\_\_ (volver) a sonar el teléfono. Su amigo Francisco tampoco \_\_\_\_\_ (poder) ir a la fiesta, porque \_\_\_\_\_ (tener) fiebre. Manolo y Aurora \_\_\_\_\_ (sentirse) muy tristes, pero \_\_\_\_\_ (tener) que preparar la comida.
4. Después de otros quince minutos, \_\_\_\_\_ (sonar) el teléfono. Sus amigos, los señores Vega, \_\_\_\_\_ (estar) en camino (*en route*) al hospital: a su hijo le \_\_\_\_\_ (doler) mucho el estómago. Sólo dos de los amigos \_\_\_\_\_ (poder) ir a la cena.
5. Por supuesto, \_\_\_\_\_ (ir) a tener demasiada comida. Finalmente, cinco minutos antes de las ocho, \_\_\_\_\_ (llamar) Ramón y Javier. Ellos \_\_\_\_\_ (pensar) que la fiesta \_\_\_\_\_ (ser) la próxima semana.
6. Tristes, Manolo y Aurora \_\_\_\_\_ (sentarse) a comer solos. Mientras \_\_\_\_\_ (comer), pronto \_\_\_\_\_ (llegar) a la conclusión de que \_\_\_\_\_ (ser) mejor estar solos: ¡La comida \_\_\_\_\_ (estar) malísima!

Day 10: Friday, 3/15

50 minutes

**Overview:** Students do various activities to review for the post-test. These activities focus on both grammar and vocabulary. They take the post-test.

**Engagement:** Students work together and individually to review.

**Essential Question:** How do we express past events in Spanish? What are different ways to think about vocabulary words so that students are comfortable using them in practice?

### Standards

- 2.3.3 Strategies for Presenting Oral and Written Language • Use grammar and syntax with increasing accuracy.
- 2.7.2 Recognize and use level appropriate language structures

### Objectives

- Students will be able to create logical sentences by matching up a stem with an ending.
- Students will be able to complete sentences using the proper conjugation in the correct past tense.

### Materials

- Vocabulary list, P/I notes
- Projector, Google slides
- Pencil and paper
- Dice
- Student device

**Piensa como Señorita (10 minutes)** Match up the stems with an appropriate ending. Projected on screen, students write on paper. There could be different answers, so students have to decide what I (Señorita) think is the right answer. Students can work in groups of 2-3. Calendar points for students who get 4/9 correct. *Differentiation: Partners or individually. Don't have to get even half of them right, so students can focus on what they think makes sense or what they feel most confident in.*

**Escaleras y Serpientes (15 minutes)** Chutes and ladders with verb conjugation. Students roll two dice: one die to advance, another die tells the subject pronoun to conjugate to. The rows shaded gray indicate the preterit conjugation, the white rows indicate the imperfect conjugation. Winners get calendar points. Students play in partners. *Differentiation: another way to practice*

*conjugations that's not just rote drills. Students work together to help and hold each other accountable. Can work at their own pace, Once they won, they started over to practice more verbs. Could write answers down on paper or just say them aloud.*

**Post-test (20 minutes)** Sentence fill-in. Looks exactly like pre-test. Are responsible for the same three things. Hopefully now they're not just guessing on P/I and can conjugate better for preterit.

When finished, students should open Quizlet to continue studying vocabulary.

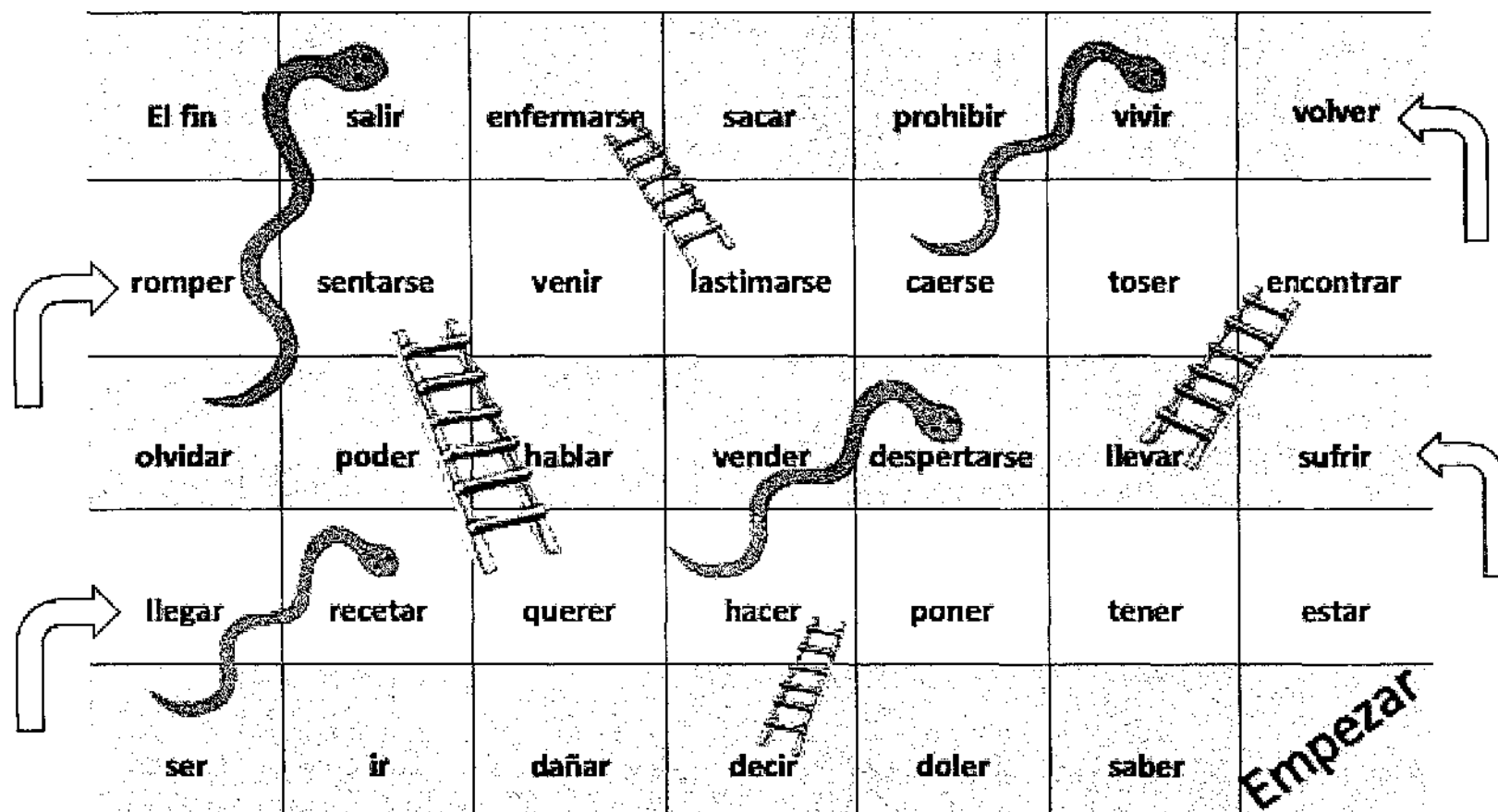
## Piensa como Señorita

- |                            |                                    |
|----------------------------|------------------------------------|
| 1. Hace tres años que      | A. Tenía fiebre muy alto           |
| 2. Cuando comía la cena    | B. Mi hermana se rió               |
| 3. Hacía la tarea          | C. Hacía la tarea                  |
| 4. Los niños siempre       | D. Me rompí el dedo de pie         |
| 5. El domingo pasado       | E. Contaban chistes                |
| 6. Los sábados las señoras | F. Estornudé y tosé a la misma vez |
| 7. Me caí y                | G. Jugaban en el patio de recreo   |
| 8. El estudiante           | H. Cumplió 7 años                  |
| 9. Mientras miraba la tele | I. Cada día                        |

## Piensa como Señorita

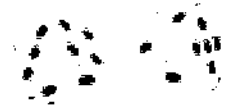
- Hace tres años que me rompí el dedo de pie. (D)
  - Cuando comía la cena estornudé y tosé a la misma vez. (F)
  - Hacía la tarea cada día. (I)
  - Los niños siempre jugaban en el patio de recreo. (G)
  - El domingo pasado tenía fiebre alto. (A)
  - Los sábados las señoras contaban chistes. (E)
  - Me caí y mi hermana se rió. (B)
  - El estudiante cumplió 7 años. (H)
  - Mientras miraba la tele hacía la tarea. (C)
-

# SERPIENTES Y ESCALERAS



Dado #1: Dice adónde vas

Dado #2: Representa la persona



yo



tú



Luis



nosotros



vosotros



Rafael y Julia



**L2 Project: Salud/medicina.**

*This would be week 3 of the unit. Unfortunately, due to time constraints and other departmental issues, we weren't able to complete this work. This timeline and rubric presented here as if I was going to implement it; however, these aren't complete lessons, as there would be review time for the common assessment as well. Students did the activities under "Monday" and "Tuesday", but there was not time available for the rest. This is the teacher copy/lesson plans, with the student copy being presented earlier in this document.*

**Introduction to students:** Throughout this week, we'll be looking at different aspects of medicine in Latin American countries, as well as what you need to know in case of a real medical emergency. This will culminate with a short presentation on Friday that will incorporate these ideas and the grammar structures with which we've been working.

Monday, March 18

40 minutes (SMaRT, early release)

**Overview:** Students read a short reading about curanderos and chamancs. They answer brief comprehension questions and then discuss ideas surrounding the practice of medicine. Then, students brainstorm what information they might need to know in case of a medical emergency.

**Engagement:** Students discuss ideas surrounding the practice of medicine. They work together to create a mind map to represent the information they might need to know in case of emergency.

**Essential Question:** What do you need to know in case of a medical emergency?

### Standards

- 2.2.2 Comprehending Written Language • Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.
- 2.4.1 Practices • Describe frequently encountered social practices.
- 2.5.1 Describe objects and concepts from other content areas.
- 2.6.2 Use digital media and culturally authentic resources to study target language and cultures.
- 2.7.5 Compare the social patterns of other cultures and the learner's own culture.

### Objectives

- Students will be able to answer comprehension questions after reading a short passage about healers and shamans.
- Students will be able to compare and contrast their ideas about medicine with those of different cultures (traditional medicine, home remedies, and other approaches).
- Students will be able to create a mind map detailing information that might be necessary in case of an emergency.

### Materials

- VHL online textbook
- Projector, Google slides
- Pencil and paper
- Project packet

**Conversación (20 minutes):** Curanderos y chamancs--medicina tradicional vs remedios caseros. Students read a short informational text about curanderos and chamancs from the vtext page 35.

Answer brief comprehension questions. Then, I show clip from *My Big Fat Greek Wedding*--everything can be cured by index. Class conversation:

- ¿Qué piensas de la medicina casera?
- ¿Está bien la medicina tradicional siempre?
- ¿Cuáles “trucos” tienes tú? ¿Tú mamá?

*Differentiation: Think-pair-share. Scaffolding: Reading and comprehension questions before, then discussion. Had time to process and clarify before conversing.*

**Brainstorm (10 minutes):** What you need to know as a patient in case of emergency? Students work in small groups to create mind map. Students use as much Spanish as possible, but can supplement as necessary. Then, we create one together on the whiteboard.

- Personal medical history, family history
- Current situation: symptoms, timeline, recent activities
- Insurance: policy, coverage, number
- Allergies, medicines taken, etc.
- Primary care physician

*Differentiation: Think-pair-share. Can use vocab list, prior knowledge even English. Not looking for specific answers. Listed above are general ideas for my reference.*

**Reflection:** I had high hopes for the conversación, but I think our knowledge is a little too limited. For example, students know basic foods in Spanish, but not honey or ginger (which might be drunk in tea); or “flat” for flat Sprite. I was glad that students had to think for themselves and not rely on their vocab list.

Tuesday, March 19

50 minutes

**Overview:** Today we focus on health care in other countries and the US.

**Engagement:** Students watch a video that discusses health care in Argentina, compare and contrast as a class, and research health care in another country.

**Essential Question:** What do you need to know in case of a medical emergency?

### Standards

- 2.2.1 Comprehending Oral Language • Understand and respond to familiar requests, commands, and directions. • Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers.
- 2.5.1 Describe objects and concepts from other content areas.
- 2.6.2 Use digital media and culturally authentic resources to study target language and cultures.
- 2.7.5 Compare the social patterns of other cultures and the learner's own culture.

### Objectives

- Students will be able to compare and contrast the health system of Argentina with that of the US after watching a short video narrated by a native speaker.
- Students will be able to investigate the health system of another country and determine what benefits they would have as a traveler.

### Materials

- VHL online textbook
- Pencil and paper
- Student device
- Project packet

**Health care in different countries (20 minutes):** Argentina book activities. Watch a short clip about the health care system in Argentina. Complete comprehension activities from book, then discuss as a class. Think-pair-share. (Points from VHL)

1. ¿Cómo es el sistema de salud: público, privado o mixto?
2. ¿Hay que pagar en los hospitales públicos?
3. ¿Qué son las guardias?
4. ¿Hay que esperar mucho para ser atendido?
5. ¿Cómo es la carrera de medicina?

6. ¿Qué similitudes y diferencias existen entre el sistema de salud de Argentina y el de los Estados Unidos?

*Differentiation: Think-pair-share. Here we have a video instead of a reading.*

**Investigación (10-15, tarea):** Choose own country to research for homework. Bring in five important characteristics that would be beneficial to know as foreigners. For example: Do you have access to health care as a foreigner? Is it expensive? Do you have the same benefits as residents? (5 points completion)

*Differentiation: Students choose own country and the information that they think is relevant. They can use materials/websites of their own choosing.*

**Reflection:** I think this is fun. The Argentina video provides a model, so that students know what information might be helpful to look up. I wish we had time to do the investigation in reality.

Wednesday, March 20

50 minutes

**Overview:** Students share what they discovered yesterday. They fill out a new patient/medical history form in Spanish.

**Engagement:** Students work together to fill out a new patient/medical history form.

**Essential Question:** What do you need to know in case of a medical emergency?

### Standards

- 2.2.3 Strategies for Comprehending Oral and Written Languages • Use cognates, familiar vocabulary, or word families to extract meaning. • Use strategies such as identifying context and purpose or scanning for specific information to extract meaning.
- 2.5.2 Implement content area concepts and skills through relevant activities.
- 2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.

### Objectives

- Students will be able to complete a medical history form in Spanish. They will use prior vocabulary knowledge and reading comprehension strategies, as well as the knowledge of their own personal health.

### Materials

- Project packet
- Pencil

**Share (7-8 minutes)** with you small groups (family) what you found out about your country. Then, volunteers to share with class.

**Formas (15 minutes)** Fill out this form as if you were a new patient at a clinic. You've injured yourself somehow (Did you break your leg? Do you have the flu?) See how much of this form you can fill out. Use your vocabulary list, look for cognates and related words, check out context clues, etc. Can chat with partner to figure out some of the language things. (5 points completion)

- What don't you know because of the language?
- What don't you know even if it was in English? Insurance provider/number, primary care provider, family history, etc...

*Differentiation: Students fill out what they know, what they can figure out, what they're comfortable sharing. Not complete sentences so easier responses with more difficult content.*

**Reflection:** Obviously, I don't need to know their real medical history, I'm more concerned that they're using their vocab and context to make educated guesses. Students would definitely be advised that I don't need to know the truth if they're uncomfortable sharing it.

Thursday and Friday, March 21-22

**Overview:** Students prepare for and present an oral presentation between a patient and a receptionist.

**Engagement:** Students work together to practice the conversation.

**Essential Question:** How do we express past events in Spanish? What do you need to know in case of a medical emergency?

### Standards

- 2.1.1 Oral Expression • Use multiple greetings and farewells in routine social situations, both formal and informal. • Exchange basic information and opinions about self and others.
- 2.3.3 Strategies for Presenting Oral and Written Language • Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy. • Use grammar and syntax with increasing accuracy.
- 2.7.2 Recognize and use level appropriate language structures.

### Objectives

- Students will be able to role-play a conversation between a patient and receptionist after a personal injury. Students will use personal health knowledge, relevant vocabulary, and the past tense to tell what happened and to decide the best course of action.

### Materials

- Project packet

**Decision time (Thursday, 10 minutes):** What to do in case of an emergency. We're going to role play. First, you'll be given a situation that requires medical attention. You have to decide what to do and who to call. Students think through, make notes, and plan.

- Patient: Who should you call? Hospital, doctor's office, dentist, adult?
- Patient: What happened? Narrate what was going on when you got sick/injured yourself
- Additional info: receptionist can ask related questions about medical history, location, etc.
- Receptionist: What additional info do you need? Set up appt? Send to closest location? History with this type of injury?

**Role-play (Thursday, 15-20 minutes):** Receptionist and patient speed dating in preparation for the presentation tomorrow. We'll practice the presentation in rotating groups. After a 3-5



minutes, we'll switch roles and do it again. Then, we'll rotate and start over. (5 points completion)

- Rounds: broken leg; vomiting a lot; chipped tooth; coughing, low-grade fever
- Receptionist questions: ¿Dónde está? ¿Hace cuánto tiempo pasó/pasa esto? ¿Es común para ti o en tu familia? ¿Cuándo puede hacer una cita?

*Differentiation: Student-created responses. There's not one answer; students present what they know, what is logical. Can be creative or straightforward, so long as they answer the questions.*

**Presentations (Friday):** Given a situation, have to call either hospital, doctor's office, or somewhere else. Then, explain what happened, and answer question. Person on phone asks questions, you respond, the end. Each student will act as the patient, I'll be the receptionist and ask you one follow up question.

**Reflection:** I wish this could be less work on my part so that it's more student-driven, but that seemed a bit too confusing. If students worked in partners, the receptionist role would be much less significant than the patient's, so would each student have to play both roles? That would take much longer. Perhaps in the future, students just have to leave a voicemail. That would eliminate their having to respond to a question (and think on their feet), but it would make it logistically simpler.

## **DIFFERENTIATION AND ACCOMMODATIONS**

### **Differentiation**

- Instructions given verbally and written on projector or handouts. Due dates posted on Canvas, on whiteboards in class, and said verbally.
- Students able to work with partners or individually on various activities.
- Some homework assigned on paper, some on VHL (online textbook)
- While the notes for preterit vs. imperfect were on a paper handout, an online Quizlet set that had the same rules and triggers was available via Canvas.
- ¿Qué les pasó?: students chose what they wanted to write about and how much detail to include.
- Levántate, Simón Dice, walk around, for kinesthetic practice of triggers.
- Quizizz and Quizlet for interactive, online practice of triggers.
- Reading comprehension: email response, multiple choice, and short answer
- Various competitions for external motivation.

### **Accommodations**

- Tests and quizzes sent to resource room for students who require this accommodation. They are in a quiet environment and are allowed extra testing time. Another student who is allowed a reader chooses to read to herself aloud in the hallway.
- Other students with who need preferential are seated in the front of the classroom and by positive peer influences.

## **AUTHENTIC REAL-LIFE APPLICATIONS**

Through the context of Spanish, my non-content goal was that students become more aware of their own health. Soon, they'll have to start making their own decisions about their health care, they'll need to call to set up an appointment, they might be asked for a family history, etc. As they become adults, their parents won't always be there with all the necessary information. Through the discussion of the infographic and the letter to Olivia, students were able to identify symptoms of a cold or the flu in order to determine a course of action. Now, my students are better prepared to answer for themselves what to do or how to recognize a cold or flu.

The mind map we created allowed students to brainstorm everything that is important to know in case of an emergency, from trivial things like "does this need medical attention?" to "where is the nearest hospital?" to "what's my insurance policy number?" While we do these activities through the lens of Spanish language, students are challenged to think critically about their own health.

**PRE-TEST**

Nombre:

Fecha:

1

2

Usa la forma correcta del verbo entre paréntesis. Escoge *el pretérito* O *el imperfecto*.

1. Nosotros \_\_\_\_\_ las habitaciones los domingos. (to clean)
2. La chica \_\_\_\_\_ con animales de peluche de niña. (to play)
3. Mi hermano \_\_\_\_\_ el 3 de mayo. (to be born)
4. La señora \_\_\_\_\_ a la clase frecuentemente. (to tell stories)
5. Los amigos \_\_\_\_\_ a una fiesta el viernes pasado. (to go)
6. Yo \_\_\_\_\_ cuatro libros en una semana. (to read)
7. En enero de este año, \_\_\_\_\_ mucho frío. (to have/weather)
8. Hace tres semanas que ella \_\_\_\_\_ un accidente de auto. (to have)
9. Ustedes \_\_\_\_\_ mucho a los partidos de fútbol. (to go)
10. De niños, a los chicos les \_\_\_\_\_ jugar al pilla pilla. (to like)
11. La abuela dice que el tío Fernando y tío José \_\_\_\_\_ buenos niños. (to be)
12. ¿\_\_\_\_\_ las doce de la noche? No, \_\_\_\_\_ la una. (to be)
13. Yo \_\_\_\_\_ mucho jugar a la casita. (to hate)
14. Mi papi \_\_\_\_\_ todo el pastel ayer. (to eat)
15. La profesora siempre \_\_\_\_\_ en la pizarra. (to write)
16. Tú \_\_\_\_\_ de la bicicleta tres veces. (to fall)
17. Yo \_\_\_\_\_ una nota muy buena en el examen de matemáticas. (to get/grade)
18. Ellos \_\_\_\_\_ en la Avenida Juárez. (to live)
19. Los niños \_\_\_\_\_ durante el recreo hoy. (to swing)
20. Martín y yo \_\_\_\_\_ todos los días. (to run a race)

Nombre: **ANSWER KEY**

Fecha:

1

2

Usa la forma correcta del verbo entre paréntesis. Escoge *el pretérito* O *el imperfecto*.

1. Nosotros **LIMPIÁBAMOS** las habitaciones los domingos. (to clean)
2. La chica **JUGABA** con animales de peluche de niña. (to play)
3. Mi hermano **NACIÓ** el 3 de mayo. (to be born)
4. La señora **CONTABA CHISTES** a la clase frecuentemente. (to tell stories)
5. Los amigos **FUERON** a una fiesta el viernes pasado. (to go)
6. Yo **LEÍ** cuatro libros en una semana. (to read)
7. En enero de este año, **HACÍA** mucho frío. (to have/weather)
8. Hace tres semanas que ella **TUVO** un accidente de auto. (to have)
9. Ustedes **IBAN** mucho a los partidos de fútbol. (to go)
10. De niños, a los chicos les **GUSTABA** jugar al pilla pilla. (to like)
11. La abuela dice que el tío Fernando y tío José **ERAN** buenos niños. (to be)
12. ¿**ERAN** las doce de la noche? No, **ERA** la una. (to be)
13. Yo **ODIABA** mucho jugar a la casita. (to hate)
14. Mi papi **COMIÓ** todo el pastel ayer. (to eat)
15. La profesora siempre **ESCRIBÍA** en la pizarra. (to write)
16. Tú **(TE) CAÍSTE** de la bicicleta tres veces. (to fall)
17. Yo **SAQUÉ** una nota muy buena en el examen de matemáticas. (to get/grade)
18. Ellos **VIVÍAN** en la Avenida Juárez. (to live)
19. Los niños **SE COLUMPIARON** durante el recreo hoy. (to swing)
20. Martín y yo **ECHÁBAMOS CARRERAS** todos los días. (to run a race)

# **POST-TEST**

Nombre:

Fecha:

1

2

Usa la forma correcta del verbo entre paréntesis. Escoge *el pretérito* O *el imperfecto*.

1. La chica \_\_\_\_\_ con carritos de niña. (to play)
2. Yo \_\_\_\_\_ tener una fiesta para mi cumpleaños. (to want)
3. A las tres de la tarde, los estudiantes \_\_\_\_\_ de la escuela. (to leave)
4. Generalmente, los niños \_\_\_\_\_ con el resfriado. (to get sick)
5. \_\_\_\_\_ las diez de la noche. (to be)
6. Tú \_\_\_\_\_ la tarea tres veces esta semana. ¡Muy bien! (to do)
7. Una vez, Daniela se \_\_\_\_\_ de un árbol. (to fall)
8. Elena \_\_\_\_\_ a su mejor amiga en la clase de español. (to know/meet)
9. La mama siempre \_\_\_\_\_ la temperatura de sus hijos. (to take)
10. Por desgracia, mi dentista no \_\_\_\_\_ muy amable. (to be)
11. A mí me \_\_\_\_\_ dibujar cuando era niña. (to like)
12. Ellos \_\_\_\_\_ una nota buena en la prueba de español. (to get/grade)
13. Durante el verano, \_\_\_\_\_ sol. (to do/weather)
14. Yo \_\_\_\_\_ a una fiesta el viernes pasado. (to go)
15. Los profesores nunca \_\_\_\_\_ en la pizarra. (to write)
16. Mis amigos y yo \_\_\_\_\_ durante el recreo ayer. (to swing)
17. ¿\_\_\_\_\_ tú la medicina esta mañana? (to buy)
18. Yo \_\_\_\_\_ recibir un millón de dólares. (to need)
19. Todos los sábados ellas \_\_\_\_\_ los dibujos animados. (to watch)
20. El chico \_\_\_\_\_ el brazo anteayer. (to break)

Nombre: ANSWER KEY

Fecha:

1

2

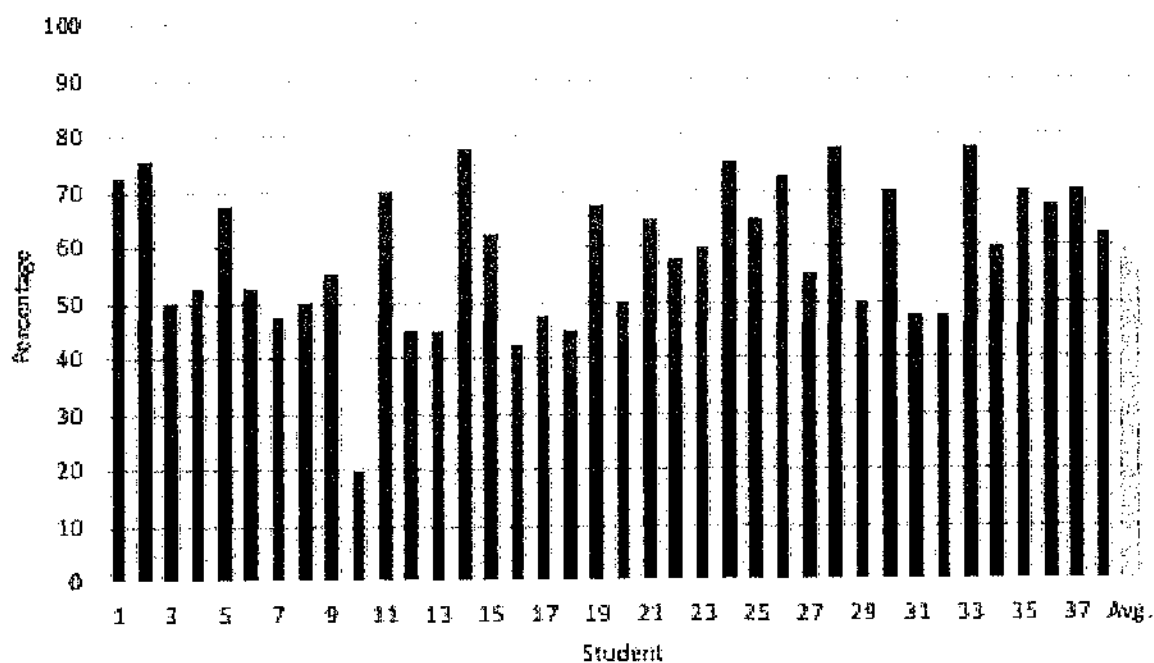
Usa la forma correcta del verbo entre paréntesis. Escoge *el pretérito* O *el imperfecto*.

1. La chica **JUGABA** con carritos de niña. (to play)
2. Yo **QUERÍA** tener una fiesta para mi cumpleaños. (to want)
3. A las tres de la tarde, los estudiantes **SALIERON** de la escuela. (to leave)
4. Generalmente, los niños **SE ENFERMABAN** con el resfriado. (to get sick)
5. **ERAN** las diez de la noche. (to be)
6. Tú **HICISTE** la tarea tres veces esta semana. ¡Muy bien! (to do)
7. Una vez, Daniela se **CAYÓ** de un árbol. (to fall)
8. Elena **CONOCIÓ** a su mejor amiga en la clase de español. (to know/meet)
9. La mama siempre **TOMABA** la temperatura de sus hijos. (to take)
10. Por desgracia, mi dentista no **ERA** muy amable. (to be)
11. A mí me **GUSTABA** dibujar cuando era niña. (to like)
12. Ellos **SACARON** una nota buena en la prueba de español. (to get/grade)
13. Durante el verano, **HACÍA** sol. (to do/weather)
14. Yo **FUI** a una fiesta el viernes pasado. (to go)
15. Los profesores nunca **ESCRIBIERON** en la pizarra. (to write)
16. Mis amigos y yo **NOS COLUMPIAMOS** durante el recreo ayer. (to swing)
17. ¿**COMPRASTE** tú la medicina esta mañana? (to buy)
18. Yo **NECESITABA** recibir un millón de dólares. (to need)
19. Todos los sábados ellas **MIRABAN/VEÍAN** los dibujos animados. (to watch)
20. El chico **SE ROMPIÓ** el brazo anteayer. (to break)

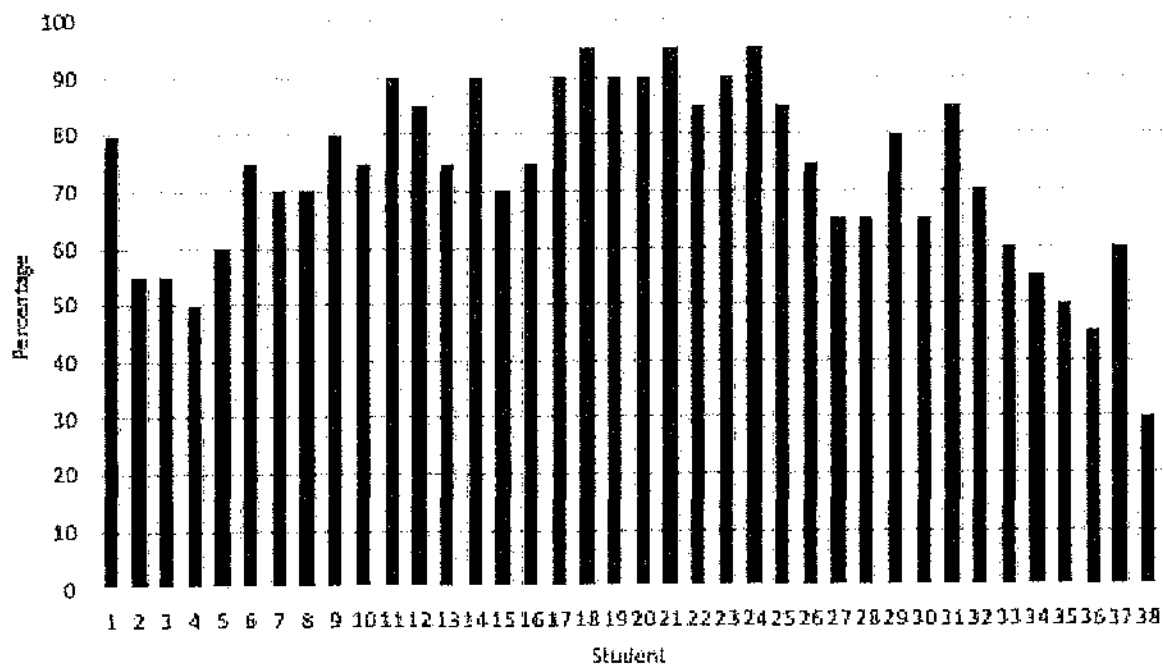
All questions on the pre- and post-test assess both standards. Each answer was graded for two things, then: the appropriate use of preterit or imperfect (2.7.2), and the correct vocabulary and conjugation of those verbs (2.3.3).

# GRAPHS OF STUDENT PERFORMANCE

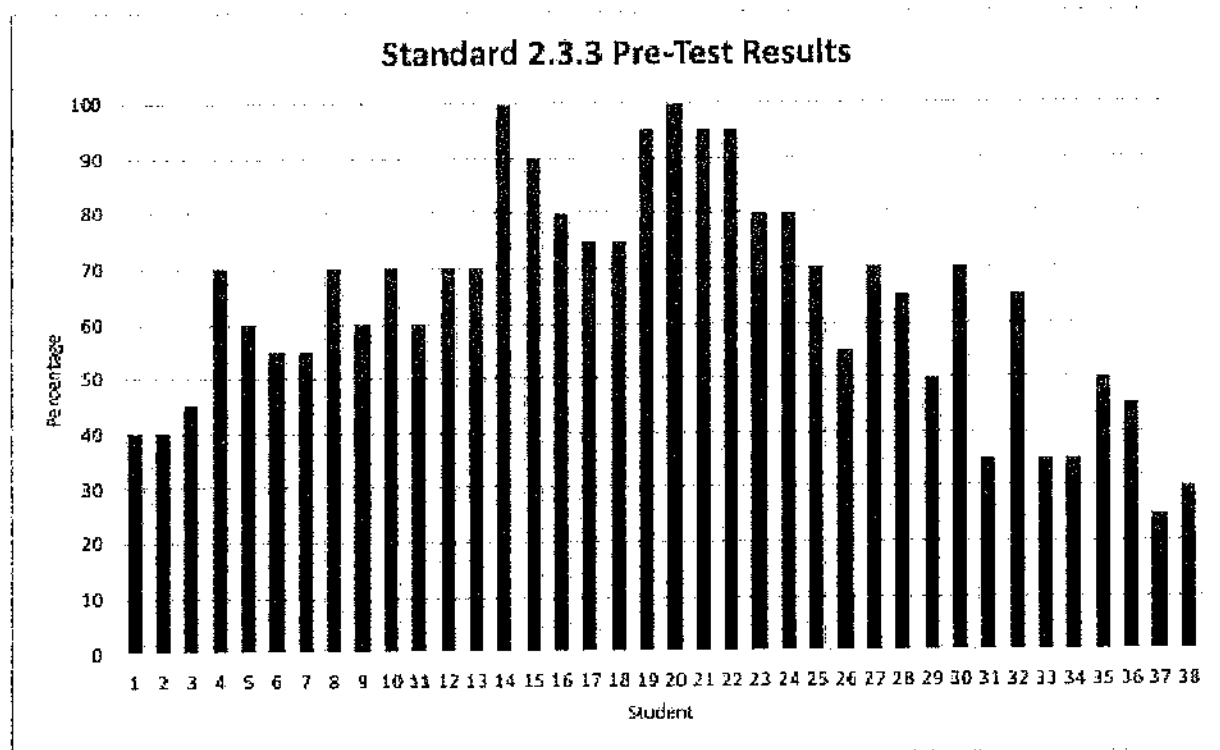
## Pre-Test Results



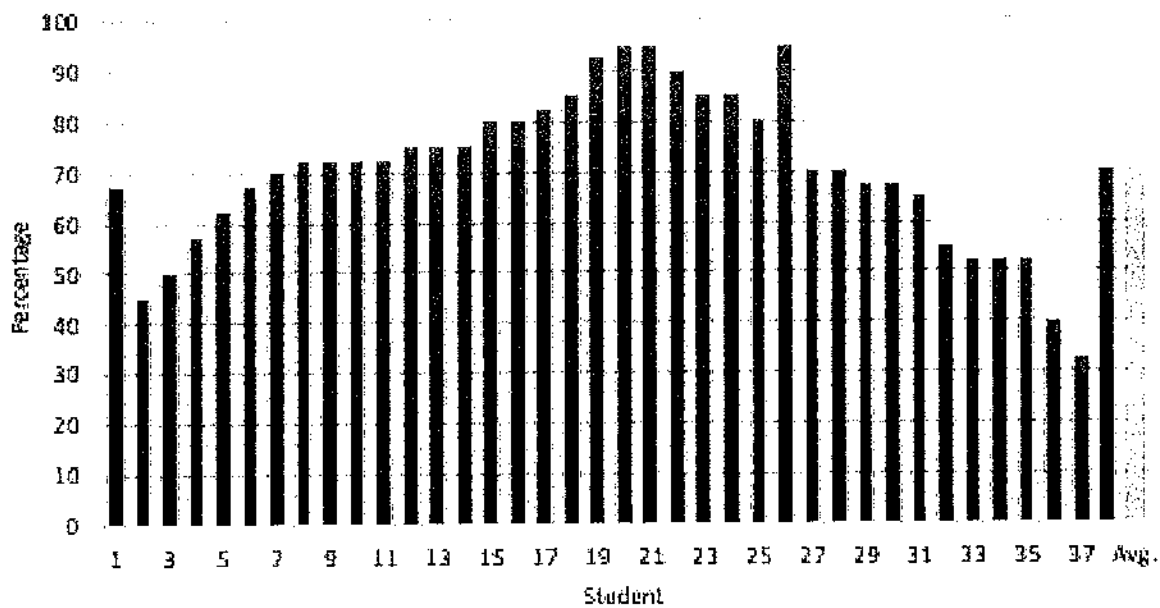
## Standard 2.7.2 Pre-Test Results



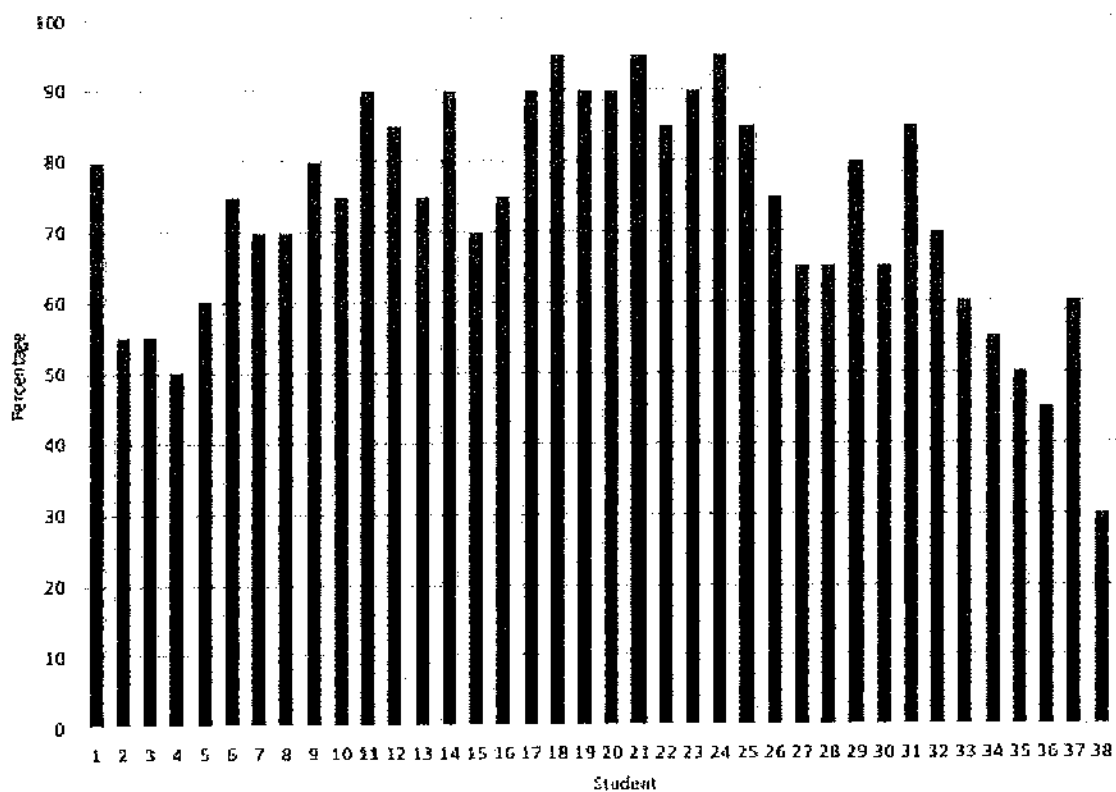


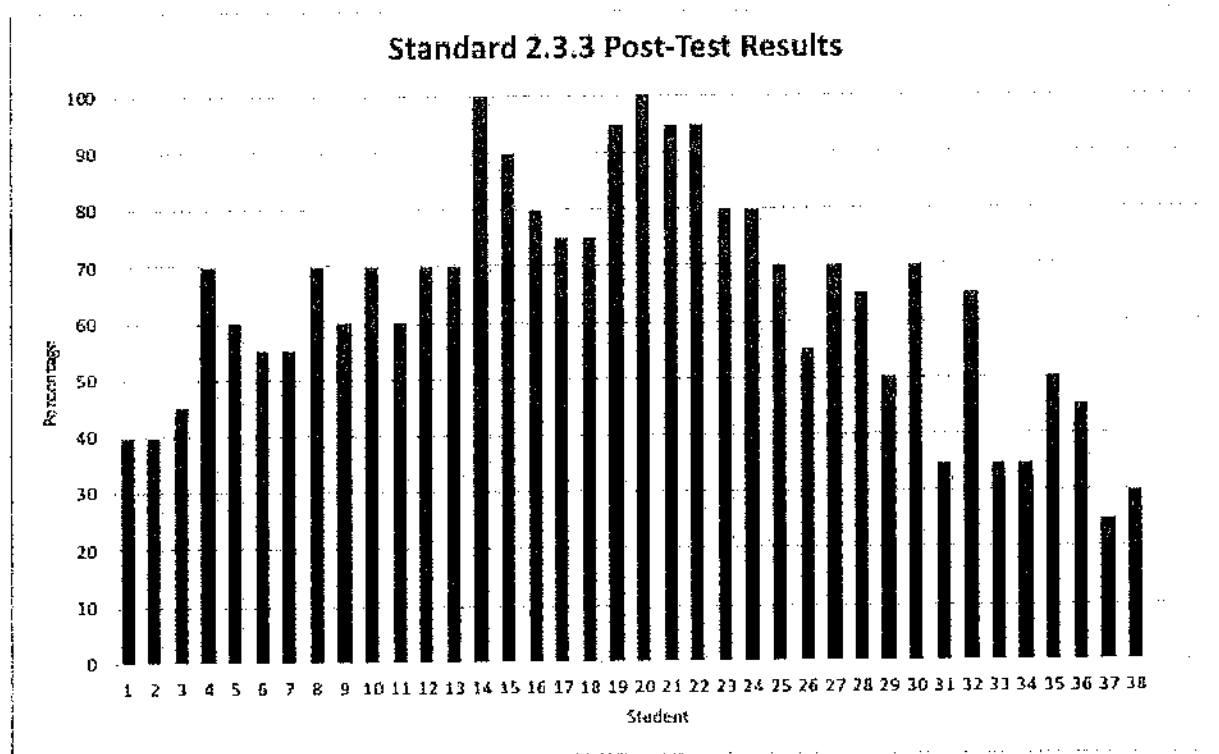


### Post-Test Results

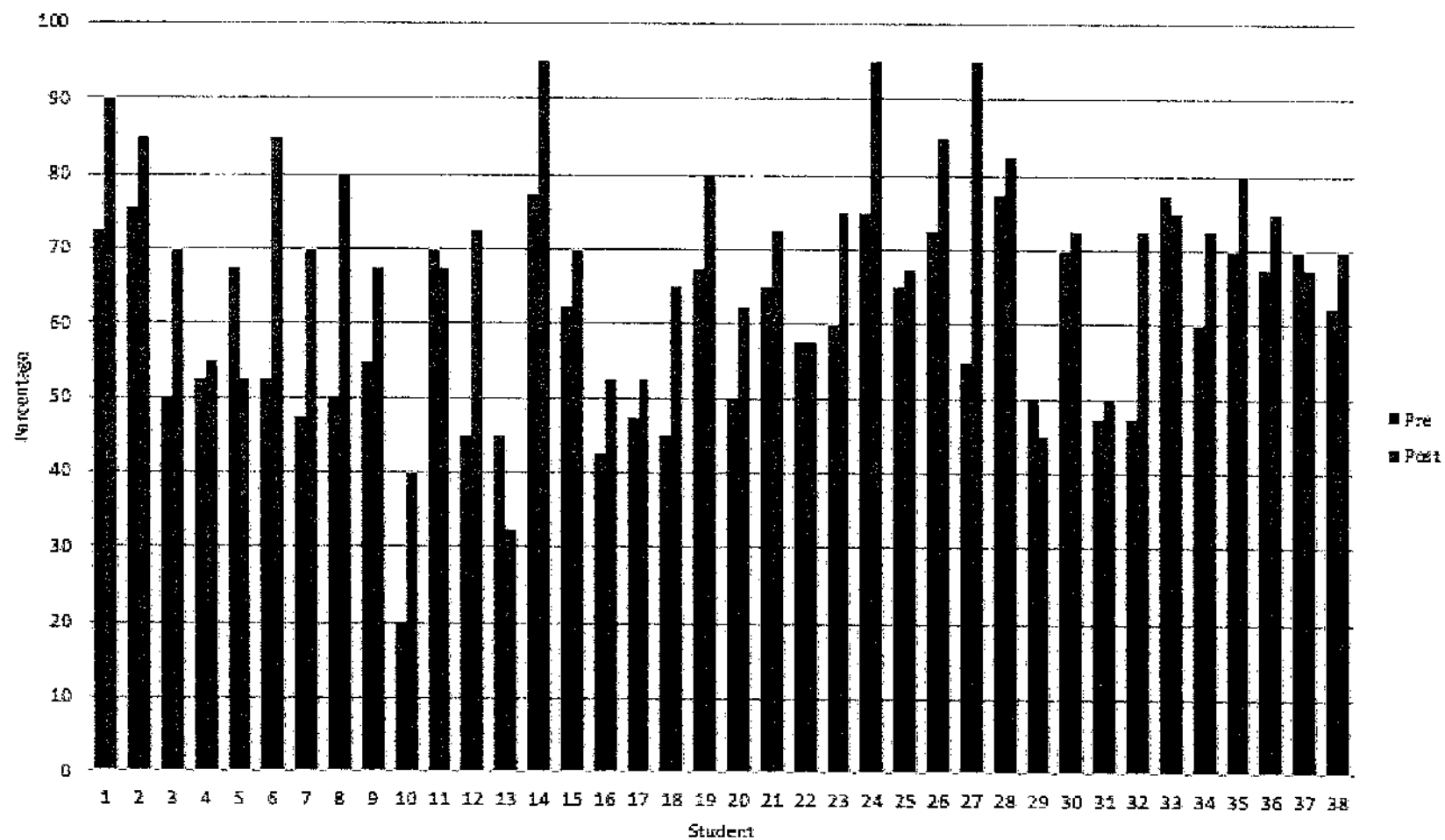


### Standard 2.7.2 Post-Test Results

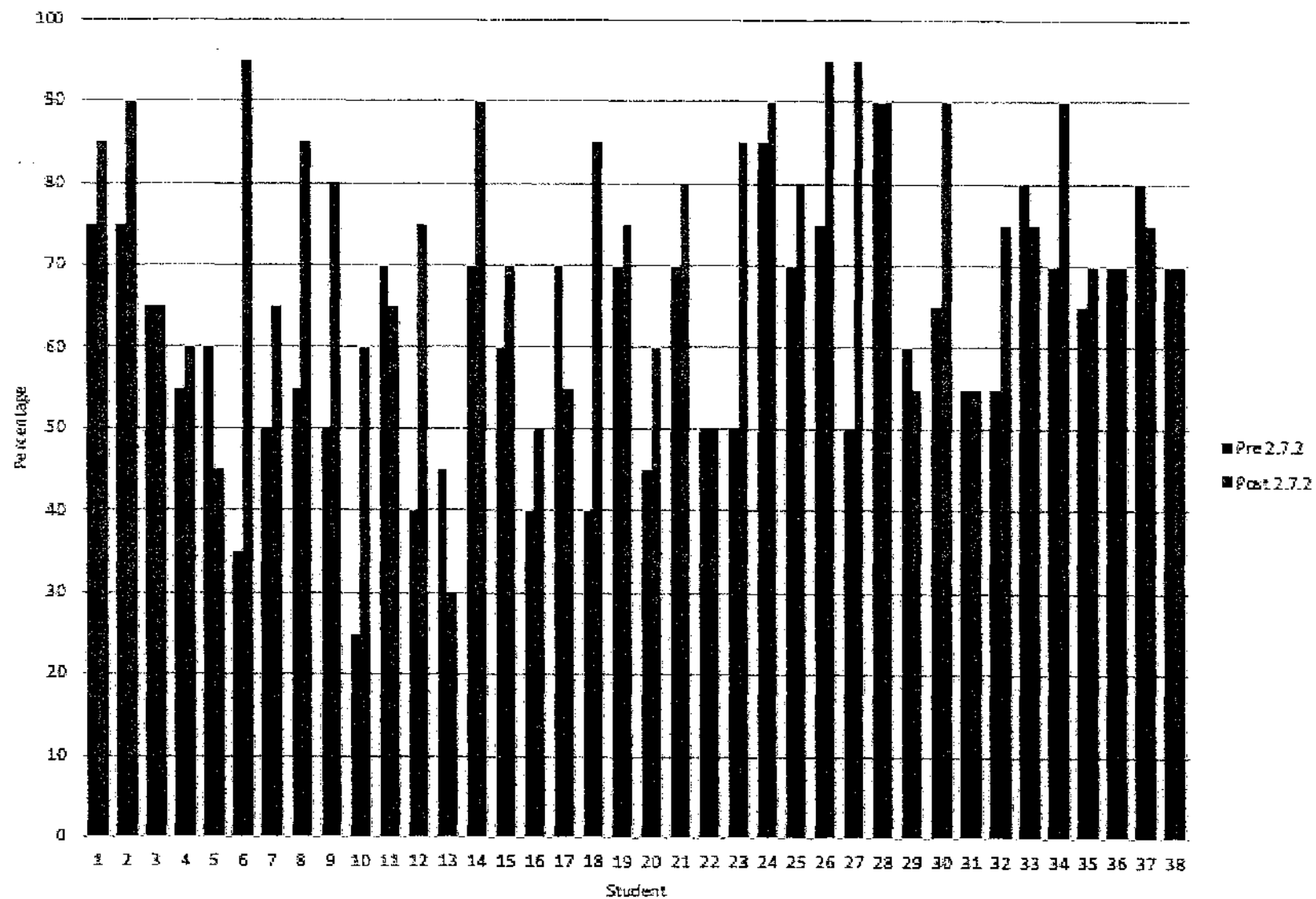




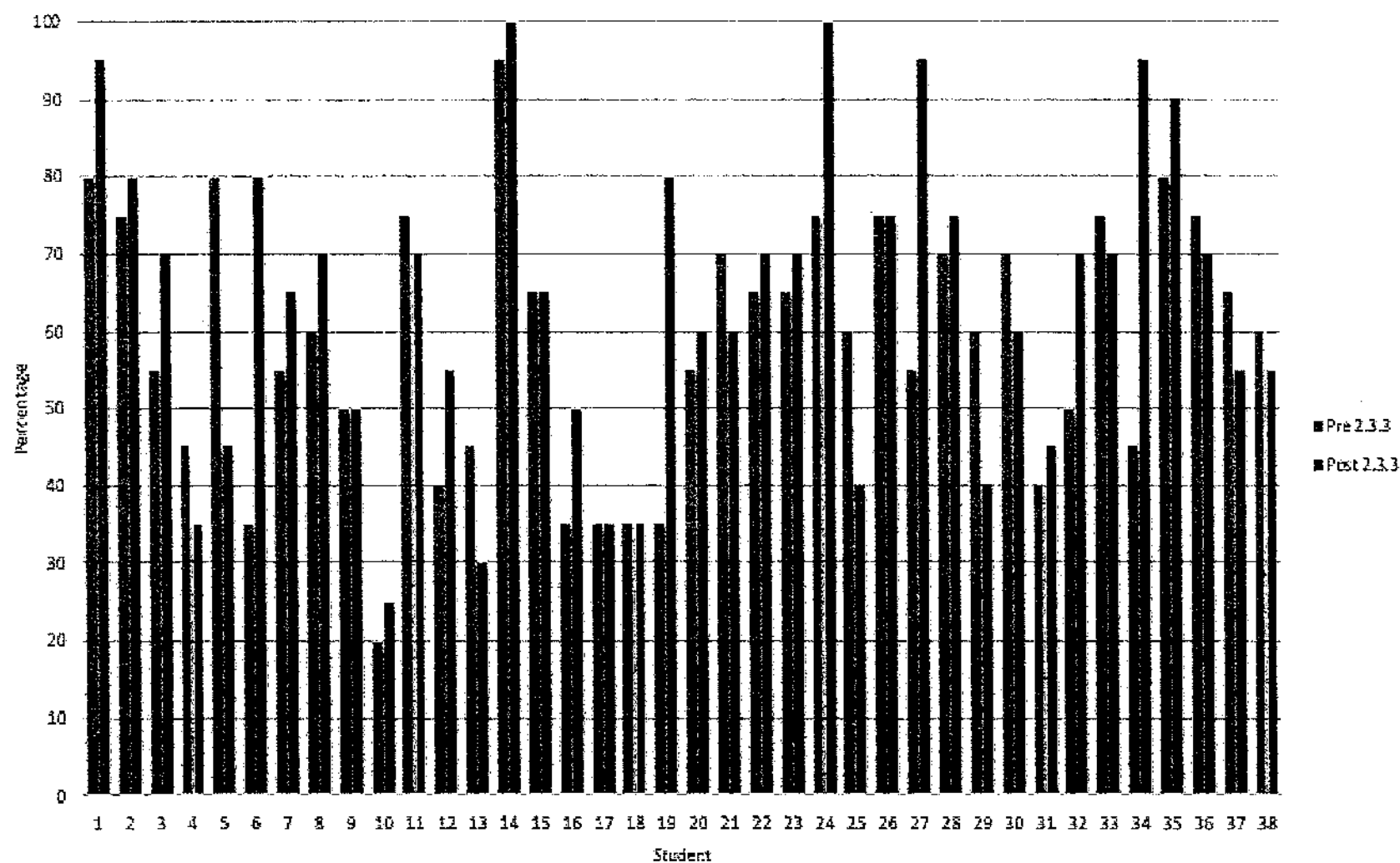
Pre- and Post-Test Individual Results



### Standard 2.7.2 Individual Results



### Standard 2.3.3 Individual Results



## NARRATIVE STATEMENTS AND REFLECTION QUESTIONS

### Unit Narratives

#### 1a. Content standards addressed

- 2.1.1 Oral Expression • Use multiple greetings and farewells in routine social situations, both formal and informal. • Exchange basic information and opinions about self and others.
- 2.1.3 Written Expression • Exchange routine information and opinions.
- 2.1.5 Strategies for Maintaining Oral / Written Exchanges • Use speaking and listening strategies that facilitate communication.
- 2.2.1 Comprehending Oral Language • Understand and respond to familiar requests, commands, and directions.
- 2.2.2 Comprehending Written Language • Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts.
- 2.2.3 Strategies for Comprehending Oral and Written Languages • Use cognates, familiar vocabulary, or word families to extract meaning.
- 2.3.2 Presenting Written Language • Write short paragraphs to describe objects, self, and others in greater detail.
- 2.3.3 Strategies for Presenting Oral and Written Language • Use grammar and syntax with increasing accuracy.
- 2.4.1 Practices • Describe frequently encountered social practices.
- 2.5.1 Describe objects and concepts from other content areas
- 2.5.2 Implement content area concepts and skills through relevant activities.
- 2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.
- 2.6.2 Use digital media and culturally authentic resources to study target language and cultures.
- 2.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.
- 2.7.2 Recognize and use level appropriate language structures.
- 2.7.5 Compare the social patterns of other cultures and the learner's own culture.

#### 1b. Ancillary standards addressed

- Health and Wellness Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health

### 1c. Accommodations for students of different abilities

Only a handful of my students require accommodations via IEP. For some, that means I sent tests and quizzes to the resource room for students who require extra time and/or an environment with fewer distractions. Another student is allowed someone to read tests and quizzes to her aloud but chooses to read to herself aloud in the hallway. She leaves her phone and materials in the classroom and rolls her desk into the hallway. Other students with preferential seating accommodations are seated in the front of the classroom and/or near positive peer influences.

My personal policy is to present information in as many different ways as possible in order to reach all students. Many times, this means I present information and directions verbally and on paper. I provide resources that have the same information but is provided in different formats; for example, students had a paper handout and a Quizlet set with the preterit and imperfect rules. We will do activities like *Levántate* and *Simón Dice* to engage the kinesthetic learners. Students work individually or in pairs/small groups, and often have a choice between the two. Every class day I attempt to balance the four skills (reading, writing, listening, and speaking). I use infographics with pictures for those who struggle with reading comprehension. Sometime we sing. I hope that these strategies are able to reach all students' strengths and allow them to shine where they feel strong, but also challenge them in the areas in which they struggle.

### 1d. Authentic critical thinking and problem-solving skills

Through the context of Spanish, my non-content goal was that students become more aware of their own health. Soon, they'll have to start making their own decisions about their health care, they'll need to call to set up an appointment, they might be asked for a family history, etc. As they become adults, their parents won't always be there with all the necessary information. Through the discussion of the infographic and the letter to Olivia, students were able to identify symptoms of a cold or the flu in order to determine a course of action. Now, my students are better prepared to answer for themselves what to do or how to recognize a cold or flu.

The mind map we created allowed students to brainstorm everything that is important to know in case of an emergency, from trivial things like "does this need medical attention?" to "where is the nearest hospital?" to "what's my insurance policy number?" While we do these activities through the lens of Spanish language, students are challenged to think critically about their own health.

### 1e. Different instructional strategies

- Direct grammar instruction
- Competitions: *Levántate*, *Simón Dice*, conjugation race
- Rote practice: conjugation race, identification of triggers, etc.



- Translation
- Storytelling
- Problem-solving
- Class conversation (think-pair-share)
- Individual practice on homeworks
- Individual, partner, and whole-group work and discussions

#### 1f. Technologies/media integrated

The biggest technological support in my Spanish class is Quizlet, an online flashcard site. Students are given access to a pre-made set with the unit's vocabulary and are able to study, write, listen, play games, and take a quiz on the website. In accordance with the class policy, students are encouraged to spend at least 10-15 minutes each night studying the vocabulary on Quizlet.

I find resources and activities from the online version of the textbook and present those via typed and printed copy or screenshot on the slideshow. Parts of the project came from the online textbook, also. Students were asked to watch a short video and read a short passage and answer certain questions. The infographic about cold and flu came from Pinterest. Finally we used Quizziz, a game similar to Kahoot, in which students login to the game on their own device and answer questions in competition with their classmates.

### **Assessment Narrative**

#### 2a. Accommodations for assessment

For the those who require it, students took their assessments in a resource room that allowed extra time and fewer distractions. Another student took her assessments to the hallway in order to read the questions aloud.

### **Project Narratives**

#### 3a. Presentation of directions

Since there wasn't enough time to do the project in its entirety, students were told that our focus was going to shift into more real-life applications of health/medical knowledge. We were going to pull in information from different perspectives and cultures as well as what to do in case of an emergency. For them, the project parts were only regular class assignments. Below is the explanation that would have been given.

This week, we will be applying our knowledge of medical vocabulary and the past tense to have a conversation with a receptionist in a medical office. The end product will be a short simulation and presentation. You have injured yourself and need medical advice, so you'll call a receptionist to tell her what happened and to decide what to do next. We'll do many activities in class to prepare you for this. Included in this packet are the materials you'll need.

Actividad	Fecha límite	Puntos
Sistema de salud; Argentina		/10
Investigación		/5
Forma médica		/5
Simulación		/24

### 3b. Project relates to standards

Students are asked to create a story of how they injured themselves, which incorporates various standards. The two focuses of the unit, standards 2.7.2 and 2.3.3, require that students use level appropriate grammar and can communicate, which is exactly what I'm asking them to do. In creating the story, students will use all of the vocabulary and grammar points to tell about an accident that caused an injury. Students must be able to use the preterit and imperfect to tell about the past. Their knowledge of the rules for determining which tense to use as well as the correct conjugations will help them in this endeavour.

Additionally, this project most directly relates to Health and Wellness standard 3, students are able to demonstrate the ability to access valid information, products, and services to enhance health. As students investigate the nature of health systems and take into account their personal health, the "final product" of the project asks students to make a decision about health care decisions.

### 3c. How project accounts for different students

This project lets students use their creativity to create a story or incident and a logical course of action. The rubric doesn't look for one right answer, so students are asked to show what they know and what they can do with the language. They can describe something ordinary and straightforward or narrate an exciting adventure that ended in disaster. Since students are given time to prepare for the "final product", they have the option to rehearse aloud, jot down some notes, and look up words. They can use the time to prepare however they like.

### 3d. How project connects students in real-life application of knowledge

The goal of the project was to bring Spanish out of the classroom and into the real world. The simulated conversation between patient and receptionist/nurse could very well happen after an injury. Granted, students would have this conversation in English (unless traveling abroad). However, students need to know about their own health and should be prepared to have a phone conversation in real life. Many students struggle to talk to people they don't know, especially when they feel unprepared, so students were able to practice a conversation they might have in

the future.

### 3e. Criteria and explanation of criteria.

“Throughout this week, we’ll be looking at different aspects of medicine in Latin American countries, as well as what you need to know in case of a real medical emergency. This will culminate with a short presentation on Friday that will incorporate these ideas and the grammar structures with which we’ve been working.”

Since there wasn’t enough time to do the project in its entirety, the parts were presented as a typical class activity. The paragraph above is what would have been explained.

## Project Rubric Narratives

### 4a. Project rubric and explanation

**Decision time:** What to do in case of an emergency. We’re going to role play. First, you’ll be given a situation that requires medical attention. You have to decide what to do and who to call. Students think through, make notes, and plan.

- Patient: Who should you call? Hospital, doctor’s office, dentist, adult?
- Patient: What happened? Narrate what was going on when you got sick/injured yourself
- Additional info: receptionist can ask related questions about medical history, location, etc.
- Receptionist: What additional info do you need? Set up appt? Send to closest location? History with this type of injury?

**Role-play:** Receptionist and patient speed dating in preparation for the presentation tomorrow. We’ll practice the presentation in rotating groups. After a 3-5 minutes, we’ll switch roles and do it again. Then, we’ll rotate and start over. (5 points completion)

- Rounds: broken leg; vomiting a lot; chipped tooth; coughing, low-grade fever
- Receptionist questions: ¿Dónde está? ¿Hace cuánto tiempo pasó/pasa esto? ¿Es común para ti o en tu familia? ¿Cuándo puede hacer una cita?

**Presentations:** Given a situation, have to call either hospital, doctor’s office, or somewhere else. Then, explain what happened, and answer question. Person on phone asks questions, you respond, the end. Each student will act as the patient, I’ll be the receptionist and ask you one follow up question. For the final product, you’ll be graded on the accuracy of your grammar, the logic and appropriateness of what you communicate, and your response to my question.

	8	6	4	2
Grammar/vocabulary	Uses L2 vocab. Uses preterit, imperfect, and present tense constructions accurately.	Uses L2 vocab. Uses preterit, imperfect, and present tense constructions with some errors	Uses some L2 vocab. Uses preterit, imperfect, and present tense constructions with many errors.	Uses some L2 vocab. Uses present tense.
Appropriate communication	Calls an appropriate person, gives a detailed explanation for the situation.	Calls an appropriate person, gives a logical explanation for the situation with little detail.	Calls an appropriate person, gives an explanation for the situation but cannot provide details.	Calls an inappropriate person, cannot explain situation.
Response to question	Answers the question asked with supporting detail.	Answers the question asked with little detail.	Struggles to provide answer to question asked.	Does not answer the question asked.

### Evaluation of Student Learning Narratives

#### 5a. Performance on pre-test

Collectively, students performed poorly. The class average was around 60%, which is much lower than normal. Students lost a half a point for any grammar mistake, such as a misspelling, subject/verb agreement, or preterit/imperfect issues. The whole point was taken when students missed the vocabulary word. I was not expecting vocabulary to be an issue, as I selected high-frequency words and verbs from the most recent vocabulary list. Additionally, there were very many issues with preterit conjugations. They are difficult and there are exceptions on exceptions, but we had just spend the past two months learning, practicing, and testing the preterit.

#### 5b. Changes based on pre-test data

Based on the pre-test data, I added in more preterit practice. I included a competencia with various irregular verbs. As we reviewed homework and other activities, I made sure to point out the correct preterit conjugations; I didn't want to let them slide under the radar since I knew that I would be grading for accuracy on the post-test as well. Students were also encouraged to

spend time on [conjuguemos.com](http://conjuguemos.com) in addition to the nightly practice on Quizlet.

5c. Project data

Not applicable.

5d. Performance on post-test

Students did better on the post-test, earning a class average score of 70%. When looking at the individual standards, their knowledge of preterit and imperfect (2.7.2) showed more growth than the vocabulary and conjugation standard (2.3.3). The vocabulary/conjugation aspect was less targeted during the lesson in favor of preterit vs. imperfect, so I am not surprised that they were less accurate, though I am a bit disappointed. This tells me that students aren't retaining knowledge, and instead learn the main focus (preterit vs. imperfect) of what they'll be tested on, then moving on to the next subject.

5e. Strengths and weakness of instructional approaches

The direct instruction and repeated practice of preterit vs. imperfect was a strength of this unit. Students were able to grasp the concept that can be conceptually challenging for students because they were expected to know rules and trigger words, which helped them to be successful on the assessments. Many students still don't understand why certain things are always imperfect for example, but when this topic is revisited next year, they'll have the opportunity to expand from the black and white to the more realistic grays of the difference in connotation between the two past tenses.

Because my approach was very direct, I felt limited in my ability to provide comprehensible input. I wanted students to see and hear stories over and over, but because this topic is very difficult grammatically, the practice aspect took priority over other approaches.